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ABSTRACT

This guide contains units of study for use in K-2 social studies classes. Included in the introductory section is a statement concerning the Wichita school district's social studies philosophy; an overall scope and sequence of the elementary social studies curriculum; a scope and sequence for the guide; a listing of map, globe, and knowledge skills for K-2 social studies; and art ideas for social studies courses. The bulk of the guide contains units which are organized by grade level. Each unit contains an introduction, objectives, learning activities, and a bibliography of student resources. Specific instructions are provided for implementing the activities. Units for the kindergarten level are entitled: How I Work and Play; Who Am I?; How I Feel; Changes I See; and Where Am I? Grade one units are: People Live in Families; The School Community; Families--Needs and Wants; and Families and Places. Grade two units are: What Is a Good Neighbor? What Is a Neighborhood? Neighborhood Change; Neighborhoods Work Together; Places in the Neighborhood? and World Neighbors. Holiday units of study, which can be used at any of the grade levels, are also included. The many and varied suggested learning activities include having children read and discuss books, view filmstrips, record and print stories of themselves, draw pictures, take a walking tour of the school, and cook food. (RM)

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K-2 SOCIAL STUDIES TEACHER
RESOURCE GUIDE

(Objectives and Activities)

1981

WICHITA PUBLIC SCHOOLS
CURRICULUM SERVICES DIVISION
EDUCATIONAL SERVICES BUILDING
640 NORTH EMPORIA
WICHITA, KANSAS 67214

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PURPOSE

This Social Studies Curriculum Guide has been presented to assist and facilitate your teaching of a vital, integral, "living" curriculum. The activities presented in this guide are merely suggestions, providing an overall structure to the social studies program. It is necessary to evaluate the activities and select those that are appropriate to your students, your time schedule, and your style of teaching. Feel free to expand, delete or retain any activity. The effective use of these activities hinges more on the individual teacher than the order in which they are presented. If AV material listed for a particular activity is unavailable, substitute other appropriate material from the bibliography and/or contact your librarian for assistance in material substitution.

Please look through the guide before beginning to use it, as some of the activities are ongoing and may become part of your regular daily, weekly, or monthly schedule.

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Time Allotments for
Teaching Social Studies

Kindergarten	50 minutes per week
First Grade	100 minutes per week
Second Grade	100 minutes per week

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SOCIAL STUDIES PHILOSOPHY - GOALS AND OBJECTIVES

KINDERGARTEN THROUGH GRADE 12

STATEMENT OF PHILOSOPHY:

The overall goal of social studies education in USD 259 is the improvement of the comprehensive social education of the citizen so that he/she will be able to function within a free society. The mark of a good citizen is the quality of decisions that he/she reaches on public and private matters of social concern. Decision making requires more than a knowledge of facts and principles; it requires a weighing in the balance, a synthesizing of all available information and values. Thus, in the social education of citizens, there is a two-way process of both analyzing and synthesizing. Social studies in USD 259 involves applying information, from whatever source, to personal problems or civic issues that arise in the process of decision making as practiced by citizens and using responsible, intellectual processes in the resolution of these problems or issues.

GOALS AND OBJECTIVES:

To reach the overall goal of good citizenship, the following major curriculum objectives will be pursued:

A. Develop a knowledge base for understanding human beings and their relationship with their environments (utilizing the social science disciplines.)

B. Develop an understanding of the origins and interrelationships of values, beliefs, and behavior patterns as they relate to individuals and groups.

C. Develop the ability on the part of students to use thinking, data processing (reading, communicating orally and in writing), and interpersonal relations skills.

D. Develop a positive self concept on the part of students.

E. Provide students with ways, in community involvement and in active citizenship participation, to use what has been learned.

OVERALL SCOPE AND SEQUENCE OF THE ELEMENTARY SOCIAL STUDIES CURRICULUM

The basic format for the elementary social studies program in the Wichita Public Schools follows the "expanding horizons" concept. From the kindergarten level to the sixth grade, the focus constantly widens: from self, to family, to neighborhoods, and eventually, at the sixth grade level, to the world.

Research indicates that children in the primary levels of social studies relate more directly to things that are tangible. Children at this age are also more "spatially" oriented and less "time" oriented. The K-2 social studies curriculum attempts to focus upon these basic elements of learning: familiar things, familiar people, and familiar places. At the primary level (grades K-2) the child is first exposed to topics that are quite familiar, relating to the "self," the family, the home, and the neighborhood. A liberal amount of basic skill development is also important at this level, with specific emphasis upon basic map and globe skills.

The overall elementary social studies scope and sequence in the Wichita Public Schools is as follows:

Kindergarten - Exploration of "Self"	Locally Developed Curriculum
Grade One - The family/school environment	
Grade Two - The neighborhood	
Grade Three - The city (Wichita and others)	Scott Foresman Social Studies Program
Grade Four - Regions (U.S. and World) and Citizenship Skills	
Grade Five - United States History and Citizenship Skills	
Grade Six - World Cultures	

It is well for teachers at the primary levels to understand the reasons why they are doing what they are doing in social studies. Teachers should keep in mind that basic social studies concepts are not once and for all "taught," but that the same concepts, such as "power" or "interdependence" are repeated over and over at various grade levels and illustrated by many examples throughout the school experience of every child.

SCOPE AND SEQUENCE OF THE K-2 GUIDE

The scope and sequence of the social studies curriculum is orchestrated through five major curriculum strands at each grade level. The following chart shows how these strands (Knowledge, Self concept, Skills, Valuing, and Social Participation) are developed through the activities contained in this guide.

	KINDERGARTEN- SELF	GRADE ONE- HOME AND SCHOOL	GRADE TWO- NEIGHBORHOOD
KNOWLEDGE			
Geography	Exploring changes outdoors that we see or have known. (season, weather, homes, clothing, spatial relationships.)	Focusing on family's choice of living sites as related to the following: 1) Climate preference 2) Family and health considerations 3) Occupation opportunities 4) Types of homes relating to climate and location.	How our own neighborhoods change and function. vs. How other neighborhoods change and function.
History	Developing a greater understanding of holidays and historical events in our country or other countries as they relate to us.	Exploring the concept of time and how it relates to families and schools.	More clearly understanding how historical events contribute and continue to contribute to our society as they relate to personal experiences (what is past, what is present and what is future.)
Economics	Looking at things that we want and need and how they are provided.	Exploring family economics. For example: deciding on priorities of how money is spent in the family. (Individual wants versus the needs of the family.)	Identifying our wants and needs within neighborhoods and why things are scarce.

	KINDERGARTEN- SELF	GRADE ONE- HOME AND SCHOOL	GRADE TWO- NEIGHBORHOOD
Anthropology/ Sociology	Finding out all about me and others.	Examining cultural and ethnic backgrounds of class members and begin development of appreciation for cultural and ethnic diversity.	Exploring how families contribute to neighborhoods. Begin to approach the issues of sex-role stereotyping and prejudice and ways to deal with them.
Psychology	Exploring feelings, how feelings and emotions are expressed and affect others	Understanding how people receive and give emotional support to each other.	Developing more accurate perceptions of others in the neighborhood and resulting behavior patterns.

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	KINDERGARTEN- SELF (Outcomes)	GRADE ONE- HOME AND SCHOOL (Outcomes)	GRADE TWO- NEIGHBORHOOD (Outcomes)
SELF CONCEPT	See Psychology.		
Self Awareness	Becoming more knowledgeable about what children can and want to do. Becoming more aware of the likenesses and differences in other children.	Recognizing abilities of individuals as they pertain to roles in the family and classroom. Developing a greater appreciation of self worth.	Identifying individual worth within the neighborhoods as it relates to the social relationships found there.
Career Awareness	Seeing how others work and learning to value their work. Looking at the many jobs around us and becoming aware of job responsibility.	Examining aspects of work as found within the home and the various types of work observed within the school.	Becoming aware of the different jobs in the neighborhood. (Exploring the idea of interdependency.)
SKILLS STRAND			
Decision Making	Becoming aware of how to make decisions and why they are made (stating preferences). Becoming aware of the need for rules in our environment.	Working as a contributing class member and recognizing that cooperation is important to the class as a whole and each class is a contributor to the school. Determining alternate solutions to conflicts and decisions in everyday living.	Understanding how rules and law affect people in the neighborhood and choosing proper behavior patterns. Developing beginning skills in the problem-solving method.

	KINDERGARTEN-SELF (Outcomes)	GRADE ONE-HOME AND SCHOOL (Outcomes)	GRADE TWO NEIGHBORHOOD (Outcomes)
Reading, Locating, and Gathering Information	Discovering ways to answer questions using pictorial materials, sound impressions, symbols and discussion. (Vocabulary development)	Discovering an experience framework through discussion and teacher-directed readiness activities. (Vocabulary development)	Gathering factual information about people and things we need in our neighborhood through observations and experience. (Vocabulary development) Using basic vocabulary and social studies concepts.
Processing and Using Information	Discovering how things are alike and different. Discovering how to categorize and sequence.	Exploring and interpreting family lifestyles. For example: daily schedules, activities, etc. Exploring and contrasting physical and psychological differences.	Exploring and analyzing different neighborhood lifestyles. Examining the uniqueness of cultural and ethnic likenesses and differences.
Comparing/ Contrasting	Discovering things that are alike and different.	NOTE: Organizing, comparing and contrasting are combined into one subheading at this level.	Examining types of neighborhoods in other places and within other cultures. Exploring similarities as well as differences.
Maps and Globes	Exploring the concept that maps are pictures. Seeing my "environment" and the "environments" of others pictured on maps and globes.	Exploring the concept that maps show where. (Note: See list of map and globe objectives on page xix. Locating Where I am in relation to others. Comparing photographs and maps.	Exploring the concept that maps use symbols. (Note: See list of map and globe objectives on page xix. Becoming familiar with abstract symbols used on maps.

	KINDERGARTEN-SELF (Outcomes)	GRADE ONE-HOME AND SCHOOL (Outcomes)	GRADE TWO-NEIGHBORHOOD (Outcomes)
VALUING STRAND	Examining things I like (want) and don't like (want). Exploring reasons for these preferences.	Exploring ways that beliefs relate to family values. Resolving issues relating to conflicts in values. Exploring values relating to good citizenship. Using rational thought to understand why differences and similarities exist.	Understanding values as they relate to other people or groups. Applying personal values and beliefs to social situations. Demonstrating citizenship values in personal behavior.
CITIZENSHIP PARTICIPATION STRAND	Applying basic skills to good citizenship within the home, the classroom, and the school.	Applying skills to good citizenship participation. Becoming aware of responsibilities without specific direction.	Applying basic skills and democratic concepts to a variety of social experiences. Extending citizenship participation to other groups and locations. Becoming aware of responsibilities and demonstrating this awareness without specific direction.

OBJECTIVES - MAPS AND GLOBES (K-2)
SKILLS AND KNOWLEDGE

The student will:

1. Understand how natural and man-made features that appear on the surface of the earth can be represented on maps.
2. Understand that maps are pictures.
3. Identify various types of maps.
4. Be able to read very basic outline maps. (example - outlines of Wichita, Kansas and the United States)
5. Recognize basic map symbols and explain how they are used.
6. Know the names of various natural physical features on the earth's surface. (i.e. plain, mountain, river, valley, etc.) and indicate an example of each.
7. Identify different land and water areas shown on a globe.
8. Understand that a globe is a model of the earth and become familiar with:
    a. land water areas
    b. equator
    c. North and South Poles
    d. continents
    e. oceans and seas
9. Explain how climate influences food, clothing and shelter.
10. Know the four main directions and be able to locate them on a map of the United States.
11. Be able to draw a simple map to demonstrate how to get from point A to point B.
12. Identify the four main seasons.

SUGGESTIONS RELATING TO PRIMARY SOCIAL STUDIES INSTRUCTION

1. Teachers should find ways to involve students in the activities of the whole school, because the school is a "model" of the larger community.

2. Values relating to fair play, justice, choice, tolerance, group identity, the right to privacy, and cultural pluralism should be a part of every classroom.

3. Activities should be free from cultural bias and promote acceptance and recognition of the uniqueness of the individual. Children must learn and be aware that they are bearers of cultural heritages esteemed by their teachers and their classmates.

4. The school is one of the primary agents for inculcating values, especially those related to the democratic process, classrooms, and indeed, the whole school should reflect these values.

5. The learning environment must be truly responsive to the needs of young learners. The classroom space must be structured so that both teacher and child can operate on it.

6. Teachers must be aware of the existence of ideas that go beyond facts. They need to understand the significance of ordinary events.

7. In the primary grades it is almost impossible to separate social studies skills from the skills objectives of the total primary program.

8. If teachers assume that pupils learn skills in a vacuum, without application to a direct need or social situation, skills are apt to be less accepted and their utilization will have assumed very narrow dimensions. Skills and content are directly related.

9. Courses of study (Units) should not be so inflexible as to make adjustments in terms of individual learners impossible. The teacher is still the "key" to successful learning.

GENERAL SUGGESTIONS

To be ready to teach each unit, we suggest that teachers prepare a materials skill box for each unit with all needed resources.

Remember that teachers are free to pick and choose activities they wish to use for each unit. Teachers should feel free to add their own activities at any point in the unit.

We have listed many media resources. These are located in three places within the district as designated:

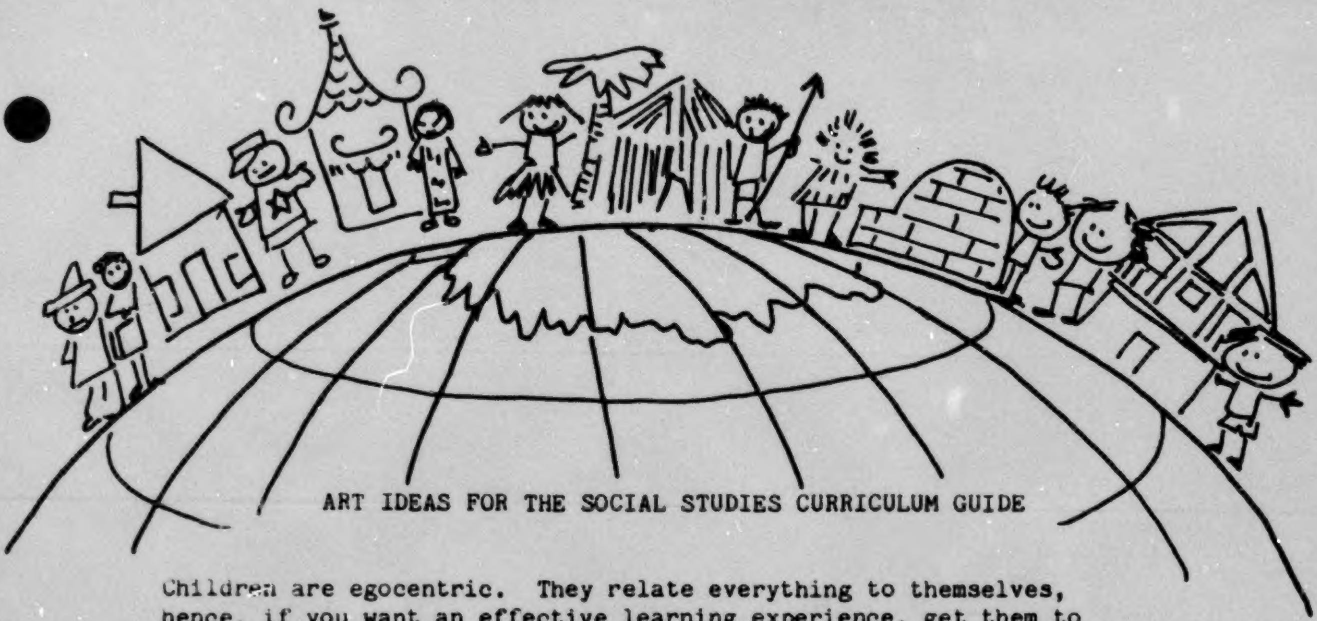
MTC - Murdock Teacher Center
670 North Edgemoor
682-1565

IMC - Instructional Materials Center
3850 North Hydraulic
838-2350 Film Reservations

SMC - System Media Center
1847 North Chautauqua
268-7711

Bilingual/ESL Office
640 North Emporia
268-7805

Career Education Office
640 North Emporia
268-7780



ART IDEAS FOR THE SOCIAL STUDIES CURRICULUM GUIDE

Children are egocentric. They relate everything to themselves, hence, if you want an effective learning experience, get them to project themselves into the situations. They can easily become Indians, Pilgrims, firefighters, police officers, pilots, neighbors, farmers, etc. Once they become one of these people, they can then tell who they will have as fellow workers, team members, neighbors, and friends. They will also need to tell what they do and where they are, such as community, factory, store, farm, and sea.

An easy way to get them to interpret these ideas is through their pictures. When children are called upon to use their own thoughts, feelings and ideas to interpret an event, time, place or relationship, then, these become 'lived' and will be remembered much longer and more truthfully than abstract words and stereotyped situations.

An example, when discussing Pilgrims, if children can be encouraged to think about the hunger, cold, sickness, and dangers and perhaps list the objects which are taken for granted now that did not exist then, they will now have a far deeper and more meaningful understanding than the cute little stereotyped Pilgrim boy and girl. Get them to draw pictures of how that Thanksgiving dinner got on the table rather than the dinner.

The curriculum has many fine open-ended activities designed to provide appropriate, creative experiences for children. Other activities can be developed by teachers exercising and enjoying their own ingenuity. The following pages are suggestions and references, any of which might be altered for your use.

Art Department
Bob Carroll
Shirley Knepper

Organization of the K-2 Social Studies Resource Guide

Kindergarten - Five Units - Green Section

Each unit has several activities, each taking several days to complete. Each teacher may select the activities to implement. The guide provides daily procedures for developing the activity in the classroom.

First Grade - Four Units - Pink Section

Each unit has many activities to provide choice in selection of activities for teaching each of the units.

Second Grade - Six Units - Yellow Section

Each activity has its own objective and can be developed in the classroom independently of the other activities in the unit.

Holiday Activities (K-2) - Orange Section

Holiday activities are suggested for Kindergarten through second grade, with no attempt to designate the level of difficulty. Holiday activities should be selected to fit the particular needs of children.

SUGGESTED ONGOING ACTIVITIES

How I Work and Play

- Our Work - Jobs	Project 2, Activity 1	Page 6

Who Am I?

- Discovering My Body	Project 1, Activity 3	Page 20
- My "Me" Book	Project 3, Activity 8	Page 27
- Very Important People	Project 4	Page 30

How I Feel

- Warm Fuzzies and Cold Pricklies	Project 1	Page 38
- Making Magic	Project 4, Activity 1	Page 46

Changes I See

- The Changes of Seasons	Project 3, Activity 4	Page 57
- The Changes of Seasons	Project 3, Extra Activity	Page 57
- What Day Is It?	Project 4, Activity 1	Page 58
- Weather Watching	Project 5	Page 62

Where Am I?

- Looking All Around Me	Project 2, Activity 6 Extra Activity #1	Page 70

SOCIAL STUDIES KINDERGARTEN RESOURCE GUIDE

ONGOING ACTIVITIES

HOW I WORK AND PLAY

WHO AM I?

HOW I FEEL

CHANGES I SEE

WHERE AM I?

NOTE TO TEACHER: Suggested poems, books, filmstrips, films and kits for daily activities are compiled for your convenience at the end of each unit. Teacher Resources will be listed at the end of the kindergarten unit.

HOW I WORK AND PLAY

Introduction:
This unit is intended to expose the children to jobs in their classroom and the workers in their school. For children, work is often interpreted as play. One of our goals as educators is to make school enjoyable and help each student understand that his/her place in school is one of value and responsibility. All members of the family have jobs such as supporting the family, keeping the house, cooking the food, doing the shopping, going to school, etc. Each must give his/her best in every situation.

Objectives:
Through these experiences the children will:
1. Understand their classroom rules.
2. Participate in and support classroom helpers.
3. Meet school personnel and list some of their responsibilities.
4. Categorize situations into work or play.
5. Understand the value and responsibility of work and play.

Projects:
1. Making Room Rules
2. Our Work-Jobs
3. Meeting Our School Helpers
4. Work and Play at Home and School

Project 1: MAKING ROOM RULES

Overview:
To feel secure and work successfully, every kindergarten child needs to know the boundaries set within the classroom. Making rules for the room should be accomplished at the beginning of the school year and reviewed and revised during the school year. This will enable the kindergarten child to understand and work within the rules and boundaries of the classroom (and the real world).

Vocabulary:
Rules, listening, sharing.

Activity 1:

Materials and Preparation:
Large chart tablet sheet
Magic markers
Film - Rules at School - Beginning Responsibility
Optional - Dusco Kit D-1 - Underwater Problem Solvers and cassette

Procedure:
1. Have the children group themselves in front of the teacher or on the circle or rug.
2. Explain to the children that they will be in school three hours a day and in order to productively work and play during this time, rules need to be made.
3. Discuss the definition of "rules."
4. Ask, "What rules do we need in our classroom?" Allow the children to make their own rules. They will need guidance and assistance by the teacher. Some leading questions that can be asked are:
   a. "What rules should we make about talking when we are in a group such as this? Listening? Why?"
   b. "What rules need to be made about using the restrooms or getting drinks? Why?"
   c. "Do we need a rule about the level of our voices in the classroom?"
5. Ask, "Do we need any rules for the hallways? Why?"
6. List the rules on the large chart tablet with a magic marker as the children formulate them.
7. Reread rules.
8. Film - Rules at School - Beginning Responsibility
9. Write the rules on poster board and display in classroom. Leave enough room for additional rules that may need to be included during the year.

*Optional: After the children have discussed and made their rules, use the Dusco Kit D-1, Book 1 and cassette, Underwater Problem Solvers. The children may want to add some more rules after listening to the cassette while looking at the Dusco pictures.

Activity 2:

Materials and Preparation
Filmstrip or V.T.C. Safety on the Playground

Procedure
1. Review with children the need for rules.
2. Show filmstrip or V.T.C.
3. Discuss safety value found in film.
4. Take children out on playground. Discuss and demonstrate the proper use of playground equipment.

Activity 3:

Materials and Preparation:
Rewritten rules on poster board
Story - Jelly Beans for Breakfast

Procedure:
1. Review the classroom and hallway rules.
2. Make a chart listing Noisy and Quiet Activities.
3. Show the children where the chart and rules will be posted.
4. Read Jelly Beans for Breakfast.
5. Discuss the story.

Project 2: OUR WORK-JOBS

Overview:
Work-jobs within the classroom are a valuable asset not only to the teacher but to each child. Responsibilities of each job are discussed at the beginning of the year and lists of workers are reviewed daily. Possible jobs are listed below. It is up to the individual teacher to decide upon the quantity of jobs and workers needed for the classroom. Through these experiences, the children will learn to value themselves, their job, and the workers around them.

Vocabulary:
Complete, helpers, valuable, finish, work-jobs, responsibility.

Activity 1:

Materials and Preparation:
Story - "One Good Deed Deserves Another"
Work-jobs listed in a convenient area (Bulletin board, pocket chart, wall, etc.)

Procedure:
1. Have the children grouped on the circle, rug, or in front of the teacher.
2. Discuss the definition of work-jobs.
3. Show the children where the work-jobs are listed. These might include: leader, weather watcher, calendar reader, librarian, housekeeping corner helper, milk helper, tool (scissors, crayons, etc.) helper, trash collector, cracker passer, napkin helper, flag attendant, closet keeper, animal keeper, plant keeper, piano player, center chairperson, floor sweeper, teacher helper.
4. Discuss the responsibility and importance of each work-job.
5. Explain to the children that these work-jobs are like their fathers', mothers', and teacher's jobs. Questions that can be asked are: "What would happen if father didn't do his job? Mother? Teacher?
6. Read -"One Good Deed Deserves Another."

Project 3: MEETING OUR SCHOOL HELPERS

Overview:
This activity is a fun way to help each child acquaint his/herself with the school personnel. The beginning of the year lends itself to meeting new faces. A special effort like this, will help the children to learn their names and familiarize them with the jobs around their school.

Vocabulary:
Secretary, principal, vice principal, librarian, science teacher, music teacher, P.E. instructor, custodian, speech therapist, math aide, nurse, social worker, parent involvement worker, counselor, assist, direct.

Activity 1:

Materials and Preparation:
Story of "The Gingerbread Man"
Large Gingerbread Man puzzle with notes on the back, re; "Run, run as fast as you can. You can't catch me. I'm the gingerbread man. I'm going to see (the librarian), (Mrs. Rand)."
Notes to supportive personnel that your class will be dropping in to meet them.
Hall rules.

Procedure:
1. Read the story "The Gingerbread Man."
2. Read a part of the Gingerbread Man puzzle saying he's gone to visit one of your school helpers.
3. Review the rules for traveling in the hall.
4. Go see the person the Gingerbread Man is visiting.
5. Read another note (part of the Gingerbread puzzle) telling you the Gingerbread Man has gone to see another helper.
6. Continue on your route until all notes have been followed up by visits to all school helpers. The last note should say, "He's in your room waiting for you."
7. When you come back, fit the puzzle together to make the Gingerbread Man.
8. Draw and display pictures of your favorite helpers.

Extra Activities:
1. Bake gingerbread men.
2. Write a story about your trip.
3. Label your school helpers with descriptive language, laminate, and make a book.
4. Have school helpers bring pictures of themselves or take some with school camera, if available, to be posted on the bulletin board.

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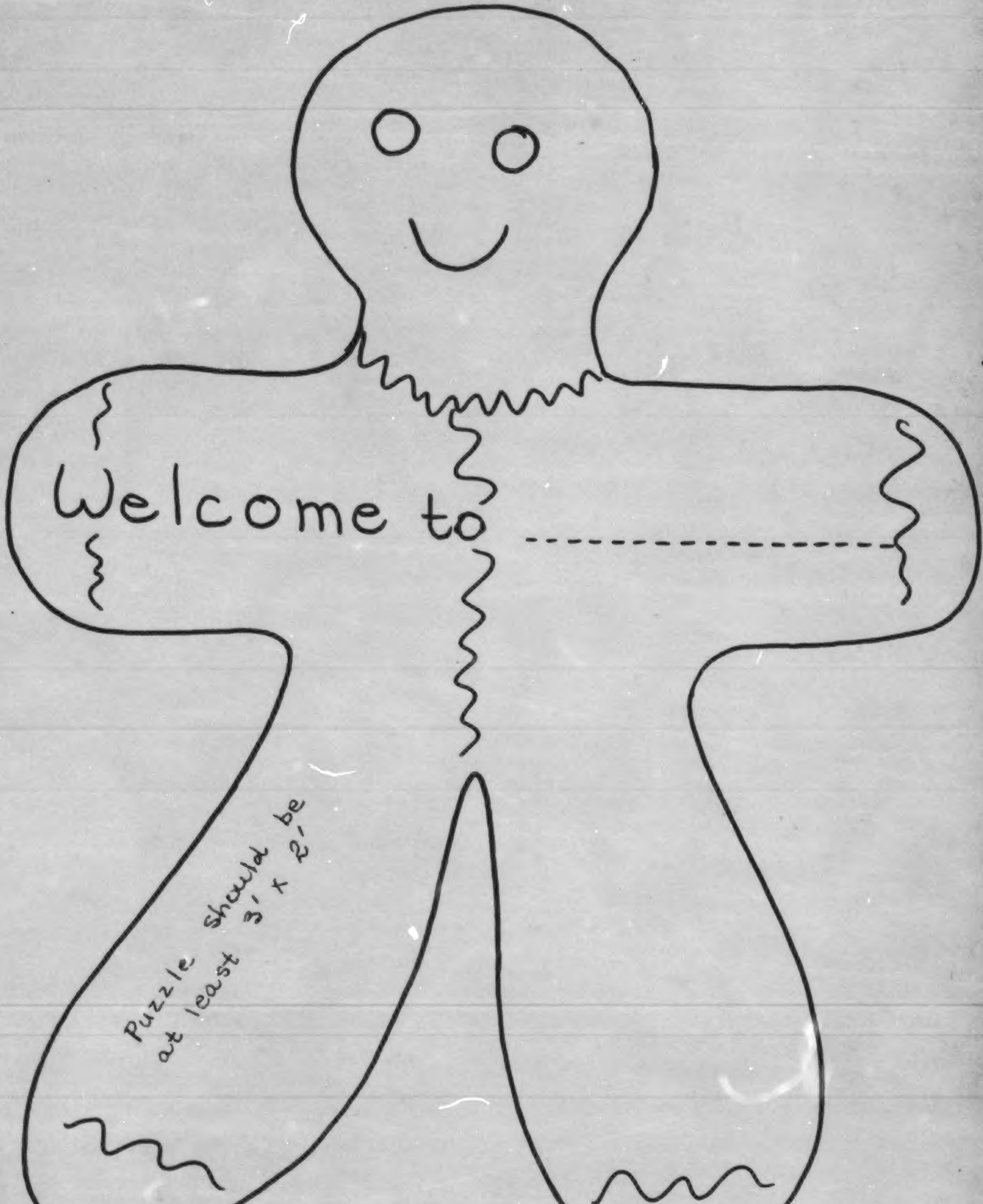

Puzzle should be at least 3' x 2'

Activity 2:

Materials and Preparation:
Contact the School Patrol Sponsor and ask him/her to send a representative of the school patrol to visit your classroom.

Procedure:

1. Have "Patrol Guide" come in to demonstrate safety procedure with their equipment.
2. With a Patrol go outside and practice rules.
3. Go back to classroom and do fingerplay.

Fingerplay

I stop, look, listen (Hands outstretched to eyes then to ears).
Before I cross the street.
I use my eyes (Hands to eyes then look)
I use my ears (Hands to ears then listen)
And then I use my feet. (Point to feet)

Extra Activities:

1. Contact the Police School Liaison Program Office for Officer Friendly Program. Phone number 268-4207.

Project 4: HOW I WORK AND PLAY AT HOME AND SCHOOL

Overview:
These activities will help the child discover his/her own self worth in the home and school setting. The child will recognize the importance of courtesy and rules when people work and play together. At the same time, they will learn to categorize work and play.

Vocabulary:
Work, home, play, task, love, respect, responsibility, compliment, courteous, considerate, help, reflect, mother, father, teacher, brother, sister, attitude, manners, school, interrupt, cooperation.

Activity 1:

Materials and Preparation:
Magazines - enough for each child
Scissors
Paste
Marking pen
Large sheet roll paper

Procedure:
1. On large sheet of paper, write: "What Is Work?"
2. Have children draw or find pictures of work from magazines.
3. Assemble children and have each one bring pictures to front, telling the group what the picture depicts and what the work activity is.
4. Teacher should guide student in placing picture on collage.
5. At the next session, follow the above format for "What is Play."
6. When completed, review the two areas, allowing for discussion.
7. Teacher will want to lead to a conclusion that "work" and "play" are both important, and necessary. Using some of the "play" pictures, discuss the "work" activities that are needed to make the "play" activity possible.
8. Tell children to be thinking of some of the play and work activities they do at home. Tomorrow we will talk about them.

Activity 2:

Materials and Preparation:
Collage from previous activities
Film - Charlie Brown's Career Ed Program
Suggested viewing: Units 1, 5, 6, 8, 9, 10, 12.

Procedure:
1. Review yesterday's activities. Ask, "What did I ask you to be thinking about, that we would discuss today?" Allow several replies.
2. Lead the discussion on "work" in a very positive manner.
    a. Work is good for us - it helps us to learn how to do many things.
    b. Work needs to be shared by all family members.
    c. If we didn't have work, play would become boring.
    d. Work is necessary; we must work to clean up after we play.

3. Show Charlie Brown's filmstrips.

Activity 3:

Material and Preparation:

Drawing paper for booklets containing at least 6 pages. Teachers will decide methods to be used in titling pages: ditto masters, printing by hand, etc.
Crayons or other art media
Brads or staplers
Pages for this booklet will be titled as follows:

- Title page - My Work and Play Book
- Page 1 - I Work at School.
- Page 2 - I Play at School.
- Page 3 - I Work at Home.
- Page 4 - I Play at Home.

Other suggestions for booklet pages:

- - I work best with ....
- - I play best with ....
- - My favorite work is ....
- - My favorite play is ....

Procedure:

1. Discuss and illustrate title page.
2. Discuss and illustrate page 1.
3. Have children share their page.
4. Repeat procedures 2 & 3 for the rest of the pages.

Activity 4:

Materials and Preparation:

Filmstrip - Smiles Don't Just Happen, or book - Let's Be Enemies
Individual pictures from previous session
Singing game - "The Thread Follows the Needle"

Procedure:

1. Ask children to relate something they remember about filmstrip or story.
2. Help them to discover that other people are like mirrors. Whatever you say or express reflects back the same way. Experiment by calling a child by name, then smile at the child. The child will respond in same manner.
3. Say, "If we lived on an island where there were no other people, we would not need to think about manners or being courteous and helpful." "What would it be like?" Lead discussion, as children discover the negative aspects.
4. Display several of the pictures made in Activity 3. Draw attention to those that have only one child, and those that have other people (or pets) in them.
5. During the time pictures are being displayed, discuss the activities, using vocabulary words at the beginning of this activity.
6. To complete the activity play a game that requires cooperation - "The Thread Follows the Needle."

Game: (Words)

The thread follows the needle,
The thread follows the needle,
In and out the needle goes
As mother mends the children's clothes.

Ten to twelve children line up in a row, facing same direction, and join hands. The child at one end is the knot, and the child at the other end is the needle. Needle leads thread (children) under the arms of one and two. One and two then face opposite direction as the line passes under. The line continues passing between three and four until the "knot" faces opposite direction. Repeat, using a different needle and knot, until all have had turns.

RCA Victor Basic Library for elementary schools

Activity 5:

Materials and Preparation:
Filmstrip - We Play and Share Together
Singing game - "The Thread Follows the Needle" - see Activity 4

Procedure:

1. Show filmstrip.
2. Discuss the game played in Activity 4. Were there problems? What could be done to make it work better. One of the answers will probably be: "________ acted silly," or, "________wouldn't do it right."
3. Bring to focus that each person is important in anything we do. If one person fails to follow the rules, it ruins things for others.
4. Discuss the importance of every work task.
   a. Say something like, "If the secretary didn't answer our school phone to take calls from your parents, or print notes to tell parents about school activities, we'd miss out on many important messages."
   b. "If our custodian decided he'd rather teach P. E. than clean our building, we'd soon run out of soap and towels and our building would look like a pig pen."
   c. "If you decided you were not going to do anymore chores at home, your parents and family members would have to use some of their time to get them done."

   Emphasize, the children's own suggestions, that every person does something that no one else can do as well. Someone else may have to do it if that person fails to accept his responsibility, but then the other person must do two jobs and he just can't do it as well.
5. Discuss the singing game again. As a closing activity play the game again. Comment on how each child accepts the responsibility of cooperation.

Head, I like you, head.
You help me learn a million things.
Two eyes that see my friends,
Two ears that hear noise and music blends,
Two noses, no, one nose with two nostrils that quiver up to smell,
And one mouth that hides a stick-out tongue that tastes my food so well.

Hands, I like you hands.
You help me learn a million things.
Two thumbs that hook the bars so tight,
And fingers that hold my toys just right.
My right hand helps me salute the flag,
But I need both of you when I play tag.
Some folks are left-handed, but most are right.
Either way, you're mine, mine to fly a kite!

Waist, I like you waist.
You help me learn a million things.
When you lean down, I see the floor.
When you reach back, I look out the door.
You bow and curtsey, twist and turn;
You're just a human-kind of worm!

Feet, I like you, feet.
You help me learn a million things:
How squishy mud feels, how sharp the rocks,
In church how hot my new shoes burn my toes.
At home I'll kick them off and cool my warm feet with the hose!

This poem should help the children realize they use many parts of their bodies to help them learn. They are responsible for what their bodies do--tongue, hands and feet.

Poems/Finger Plays

Obedience
Little children should obey
What is told them every day.
Mother, father, teachers, too,
Tell you what is right to do.

I'll Try
When mother says,
"Do this" or "that,"
Don't say, "What for?"
or "Why?"
Just let her hear your
gentle voice
Say, "Mother dear, I'll try."

Safety Songs:
"Walk to School"
"Riding in the Bus"
"Mister Policeman"
"What Do You Do (When the Light Turns Green?)"
All from Making Music Your Own: K, Silver Burdett Company

Poems:

Riding the Bus

On the bus, I like to ride
Climb the steps, and go inside,
Find a seat, and sit right down,
Enjoy the trip around our town.

Stay nice and quiet while I ride
With my friends as safe inside.
When we reach my school or street,
I take my turn to leave my seat.

Red Light Stop

Stop shines red,
Go is green.
Get-ready yellow
Comes in between.

Watch for cars,
Obey this rule
And you'll arrive
Safe at school.

Earth Patrol Citizenship Poem

Don't litter the park. Don't litter the street.
Pick up your toys. Keep the yard neat.
Put trash in a can. Close the lid tight.
Don't be a litterbug. Litter's a sight.

Safety

Red says stop
And green says go
Yellow says wait - you'd better go slow.
When I reach the crossing place
To left and right I turn my face.
I walk, not run, across the street
And use my head to guide my feet.

We Work and Play

Bibliography

Books

Adelson	School Life	McKay
Anglund	A Friend Is Someone Who Likes You	Harcourt
Beim	Andy And The School Bus	Morrow
Beim	Smallest Boy In The Class	Morrow
Beim	Two Is A Team	Harcourt
Bennett	The Secret Hiding Place	Collins
Bonsall	It's Mine: A Greedy Book	Harper
Bryant	Let's Be Enemies	Children's Press
Cleary	Ramona The Pest	Morrow
Cohen	Will I Have A Friend?	Macmillan
Fine	School Bus Picnic	Holt
Flack	The Story Of Ping	Viking
Francoise	Chouchou	Scribner
Galdone	The Gingerbread Boy	Seabury
Evans	One Good Turn Deserves Another	Whitman
Gay	What's Your Name?	Harper
Hoban	The Sorely Trying Day	Harper
Hill	Evan's Corner	Holt
Hoff	Who Will Be My Friend	Harper
Lattin	Peter's Policeman	Follett
Leaf	Manners Can Be Fun	Harper
Lipkind	Finders Keepers	Harcourt
Ormsby	Twenty-One Children	Lippincott
Schlein	My Family	Abelard
Scott	Big Book of Nursery Tales	Harper
Snapp	Let's Find Out About Schools	Watts
Slobodkin	One Is Good, But Two Are Better	Vanguard
Udry	What Mary Jo Shared	Whitman
Young	Jelly Beans For Breakfast	Scribner
Zolotow	The New Friend	Harper
Zolotow	The Quarreling Book	Harper

Sound Filmstrips

Charlie Brown's Career Education Program	Random	MTC
You May Like Many Jobs		
We Must Be Fair		
Schoolwork is Important		
Work Means Different Things...		
People Do Different Kinds of Work...		
Work is Important		
You'll Work a Lot, Charlie Brown		
Exploring Moral Values	WASP	SMC
The Bully		
The Hold-Up		
Keep Off the Grass		

Getting Along in School	Coronet	SMC
Being on Time		
Doing Things for Yourself		
How Quiet Helps		
Listening and Following Directions		
Taking Care of Things		
Working with Others		
I Can Make Choices		MTC
Kindle I Who Am I?	Scholastic	MTC
Do You Believe in Wishes?		SMC
Nothing Is Something To Do		
Kindle III Getting Along	Scholastic	MTC
It's Mine		
Will You Be Friends?		
Knowing Our School	EBE	SMC
Helpers at School		
A New Friend at School		
School Rules		
Learning About Others	Guidance Associates	MTC
Lost in the Woods		
New Grouch in Town		
The Cattle Rustlers		
Learning About Yourself		MTC
Ernie Learns to Skate		
Let's Be Enemies	Weston Woods	SMC
Safety on the Playground	FSR 1316	IMC
The Warning Blinkers	Imperial	SMC

Films

Beginning Responsibility	1737	IMC
Getting Along With Others	0683	IMC
Evan's Corner	1080	IMC
Let's Play Fair	6890	IMC
Let's Share With Others	8881	IMC
Rules at School - Beginning Responsibility	0234	IMC
Safety After School	0687	IMC
Share it With Others	1195	IMC
Thinking of Others	1190	IMC
Values: Cooperation	1418	IMC
What Do You Mean (cooperation)	1192	IMC
What is a Friend	1191	IMC
Why We Need Each Other The Animals Picnic Day	1030	IMC
Why We Take Care of Property	1538	IMC
Yours, Mine, and Ours	9569	IMC

Flat Pictures

Children and the Law	Cook	SMC
Social Development	Cook	SMC
We Help and Share	SVE	SMC

Kits

My Father Works 0434 IMC

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WHO AM I?

Introduction:
This unit is devised to help the children look at themselves apart from their family and begin an appreciation of their individual worth and their cultural differences.

Objectives:
Through the activities the children will:
1. Reflect the physical image of themselves.
2. Discover ways to answer their own questions.
3. Compare themselves with others to find similarities and differences physically and culturally.
4. Help value goods that do or do not have meaning, importance, or pleasure.
5. Help to communicate his or her own feelings and thoughts.

Projects:
1. Discovering My Body
2. Who Does This Face Belong To?
3. My "Me" Book
4. Very Important Person

Project 1: DISCOVERING MY BODY

Overview:
These activities are designed to enable the children to become more aware of their physical bodies, the names of the parts of the body, and the similarities and differences as compared to others. References can be made to cultural difference.

Vocabulary:
Nose, chin, head, arms, eyes, hands, ears, hair, knees, elbows, legs, feet. Extra vocabulary can include: eyebrows, eyelashes, nostrils, lips, neck, shoulders, upper arms, lower arms, elbows, fingers, wrists, knuckles, torso, waist, hips, thighs, calves, ankles and toes. Note: Bilingual Vocabulary could also be included.

Activity 1:

Materials and Preparation:
Record Hokey Pokey and/or Looby Loo
Finger Play - "Touch Your Nose"

Touch Your Nose
Touch your nose;
Touch your chin;
That's the way this game begins;
Touch your eyes;
Touch your knees;
Now pretend you're going to sneeze; (finger under nose)
Touch your hair;
Touch your ear,
Touch your two red lips right here;
Touch your elbows;
Where they bend
That's the way this game ends.

Procedure:
1. Discuss with the children that for the next few days we will be talking about and learning the parts of our bodies.
2. Use the records to help the children learn the main parts of the body.
3. Have the children listen as you recite the finger play "Touch Your Nose." This will help the children learn specific parts of the body.
4. The second time the poem is read have the children point to the parts of body as they are mentioned in the finger play.
5. The third time as you say it encourage the children not only to point to the parts of the body but help you in reciting the finger play.
6. Have the children name parts of the body that were not mentioned in the records or finger play.
7. Read story or show filmstrip if desired from bibliography.

Activity 2:

Materials and Preparation:
Finger Play - "Touch Your Nose"

Procedure:
1. Review the finger play "Touch Your Nose."
2. Review the parts of the body with children, have them point to each part as it is named.
3. Have them practice naming the parts of the body by playing the game "Simon Says." Teacher gives commands such as:
   a. Blink your eyes three times.
   b. Pat your head.
   c. Tap your right foot four times.
   d. Clap your hands two times and touch your chin.
   e. Touch your head, touch your elbow, touch your knee.
4. Read story or show filmstrip from resource list.

Activity 3:

Materials and Preparation:
Large sheet of manila paper
Crayons

Procedure:
1. Gather children in a group.
2. Review names of parts of body.
3. Introduce the rhythm "Timothy Tim."
   "Timothy Tim has (blank) and (blank) has Timothy Tim."
   Suggested Examples for blanks:
   a. 1 big head
   b. 2 round eyes
   c. 2 fat arms
   d. 1 short neck
4. Have children take turns adding body parts to "Timothy Tim," while chanting the rhythm.

Extra Activities:
1. Children can go back to desk and do their own "Timothy Tim," then share them with class.
2. Timothy Tim can be extended to other concepts such as size, color, opposites...Example: 1 big arm and 1 small arm.

Activity 4:

Materials and Preparation:
Finger Play - "Touch Your Nose"
Large sheets of roll paper
Crayons

Procedure:
1. Review finger play
2. Discuss each part of the body that everyone has in common such as: arms, neck fingers, etc.
3. Have the children feel around their own outline.

4. Encourage a variety of different poses.
5. Decide which of the following is best suited for your class:
    a. divide the children into partners and have them trace around each other making sure the crayon or pencil is held straight up.
    b. have parent-helper or older students help trace around students.
    c. use this as a "center" activity to work with smaller groups - correlate with other core curriculum.
    d. realize how time consuming this project is, work it into your schedule daily for necessary length of time span.
6. Write their names on their sheets.

Activity 5:

Materials and Preparation:
Finger Play - "Touch Your Nose"
Large mirror or recent picture taken of the child
Outline of child's body
Crayons and scissors (tempera)
Magic Marker

Procedure:
1. Review finger play.
2. Discuss characteristics of the body that are unique to each child, such as: color of skin, hair, eyes, mouth, hair style, teeth, clothing and etc. Children may need to look in a mirror or a recent picture of themselves when discussing these characteristics.
3. Pass out outlines of their bodies.
4. Have each child fill in the outline of themselves with the crayons, adding all their unique characteristics.
5. With magic marker go back over and reoutline the bodies to make lines more visible for future cutting.
6. Read a story or show a FSR from resource list.

Activity 6:

Materials and Preparation:
Body outlines
Scissors
Story or filmstrip

Procedure:
1. Pass out body outlines.
2. Have the children cut out their bodies.
3. Read a story or show a filmstrip from resource list.

Extra Activities:
Play "Who Am I?" with cutouts of children's bodies.
With outlines play "Simon Says."
Laminate body outlines and display or store for growth chart.
Play "Looby Loo" or "Hokey Pokey" with body outlines taped at shoulders, hands, and feet.

Project 2: WHO DOES THIS FACE BELONG TO?

Overview:

This activity is designed to show the likenesses and differences in each child as they grow and change.

Vocabulary:

Vocabulary introduced may include age (as a verb and a noun) and such comparatives as older, smallest, fattest, skinnier, younger, tall, short, etc.

Materials and Preparation:

A note to the parents telling them of the need for and use of each child's baby picture. Use sample letter to send home.

> Dear Parents of K-2 Children,
>
> This week we will be looking at the likenesses and differences in each child as "we" grow and change.
>
> Please send a baby picture of your child (from birth to one year of age). Remember to label the picture on the back with name and age. A well-labeled envelope, with your home address, will help insure your child from losing it as it is carried to and from school.
>
> Thank you for caring and taking an interest in our learning.
>
> Teachers name
>
> Phone number optional

> Note: Contact the Bilingual/
> English as a Second Language
> Program Coordinator for
> bilingual translations.
> 268-7805.

A bulletin board space to display the pictures.
A name card for each child, with a long piece of yarn attached, and placed on the sides of the board for children to match pictures to names.
If you have two sessions of class you may want to use one bulletin board and let each session use it for a different week, or you may want to use two bulletin boards.
Envelopes, that are well sealed, may be needed to bring pictures to school or send them home.

Activity 1:

Procedure:

1. Tell the children that they will be sharing baby pictures of themselves with the class. You may want to mention a particular day that you will need the pictures.
2. Discuss the value of pictures in each child's family. "Why do we have pictures?" Where do we keep our family pictures?"
3. Ask the children how they will protect their pictures to and from

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school. The example parent letter suggests that each child bring his/her picture in an envelope that is labeled with his/her name and home address. Other suggestions from the children may be, a box, a plastic sack, a plastic picture saver. Encourage the children not to bring their pictures in frames or under glass as they may break during travel and display.

4. Remind the children that their pictures will be a secret until the last day. Everyone will get to play "detective" by trying to guess which picture belongs to which child.
5. Children that cannot provide a picture should be helped to find one in a magazine or draw one that resembles them.

Activity 2:

Procedure:

1. After the pictures are displayed let the children guess who they belong to. You may want to do this as a group or independently over two or three days.
2. Encourage them to explain why they are picking one picture over another.
3. Look at the similarities (they all wear diapers, have two eyes, ten fingers, etc).
4. Look at the differences(different colored eyes and hair, skinny, fat, etc).

Activity 3:

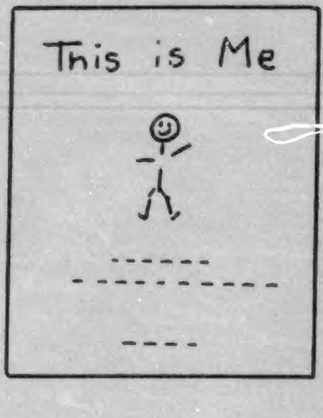
Procedure:

1. Let each child reveal his/her own picture.
2. Discuss how each child has changed, (they are taller, thinner, their hair or skin color has changed, they have more teeth, etc). Ask the children, "Who has changed the most?"
3. Discuss how each child has remained the same (big smile, fat cheeks, color of eyes, hair or skin is the same, etc). Ask the children, "Who looks most like his/her baby picture?"
4. Send the pictures home, well labeled.

Project 3: MY "ME" BOOK

Overview:
These activities will help create a good self image as the child discovers he is an integral part of his home, family and school. Pages for book will be titled as follows:

Title Page - My "Me" Book
Page 1 - This is Me
Page 2 - This is Where I Live
Page 3 - This is Where I Go to School
Page 4 - This is My Family
Page 5 - This is Where I Sleep.
Page 6 - This is My Favorite Place at Home
Page 7 - These Are Some Things I Like to Do
Page 8 - This is How I Grow



Other suggestions for page title might include:
These are My Favorite Foods
These are My Helping Hands
This is My Favorite Pet
These are My Fingerprints
This is My Teacher
These are My Classmates' Autographs

Vocabulary:
Home, family, school, room, rules, friend, pets, address, names of rooms at home, mother, father, sister, brother, teacher, parents, aunt, uncle, cousin, grandfather, grandmother.

Activity 1:

Materials and Preparation:
Drawing paper for booklets containing at least nine pages - front cover, inside pages and back cover. (Enough for complete activity.)
(Teacher will decide method to be used in titling pages - ditto master, printing by hand, etc).
Crayons or other art media
Brads
Hole punch
Book - I Like to Be Me or Five Children Filmstrips
Pictures showing "one" child - be sure to include various ethnic groups

Procedure:
1. Read story, I Like To Be Me.
2. Discuss story.
3. Show pictures of "one" child.
   Discuss:
   We are all alike in some ways:
   - We are all in morning (afternoon) kindergarten
   - We have the same teacher
   - We have the same room number

- We go to the same school

Each one of us is different in many ways:
- We each live in a different home
- We don't have the same parents and other family members
- We don't have the same birthday
- We don't all do the same things
- We don't look alike

4. Explain to the children that we are making a booklet about ourselves. Have page 1 available. Say, "Today we will make a picture of ourselves, of how we look." Show page - read title. "This is Me."
5. Children will proceed.
6. Collect pictures at end of session. Be sure name is on each picture. Place in individual folders.

Note to teacher: If you are following the suggested schedule ask each child to look at his/her home, yard, etc., when s/he goes home from school. Explain that tomorrow we will be making pictures of our homes.

Activity 2:

Materials and Preparation:
Page 2 - "This is Where I Live" for each child
Filmstrip - (types of homes) My Home and Me Kit.

Procedure:
1. Show filmstrip on various types of homes.
2. Discuss homes we live in. Why our homes are constructed like they are? (climate) Why they vary in size? (family size, etc).
3. Child will draw picture of his home, adding play equipment, shrubs, trees, etc.
4. Share pictures with group. Have each child tell where he lives. Teacher will write address on each picture.
5. Collect pictures at end of session. Place in individual folders.

Activity 3:

Materials and Preparation:
Page 3 - "This is Where I Go to School" for each child
Story or Filmstrip of Crow Boy

Procedure:
1. If weather permits, have children walk around their school, noticing the flag, parking lot, stop/crossing signs, etc.
2. Read story or show filmstrip. Compare and contrast our school with the one in the story.
3. Each child will draw a picture of his school.
4. Check for child's name. File in folder.

Activity 4:

Materials and Preparation:
Page 4 - "This Is My Family" for each child
Book - *The Small Family*, see list for alternate suggestion
Filmstrip(s) - *Five Families* (Scholastic)
Pictures of families of different cultures.

Procedure:
1. Show filmstrip(s)/read book about families.
(Note: Teacher may choose to show several filmstrips if the *Five Families* series is used. Schedule will need to be altered. A suggestion would be to use one of the filmstrips during each of the following sessions.
2. Teacher may want to discuss his/her family, having children represent individual family members. Children will count number of persons in teacher's family.
3. Lead children in discussing what their families are like. (i.e. older/younger brothers/sister, etc.) Or discuss what the family does together.
4. Have children draw each family member. Teacher will label each member.
5. Place in child's folder.

Activity 5:

Materials and Preparation:
Page 5 - "This is Where I Sleep" for each child.
Filmstrip - see previous session
Pictures - *Angie Was Here*, Scott, Foresman, SSI

Procedure:
1. Discuss sharing rooms, having our own room. Rules about caring for our rooms, etc., should be discussed with children.
2. Each child will draw a picture of "Where I Sleep."
3. File in individual folders.

Activity 6:

Materials and Preparation:
Page 6 - "This Is My Favorite Place at Home" for each child.
Filmstrip - see Activity 4
Book - *Evan's Corner* or *The Rice Bowl Pet*

Procedure:
1. Encourage positive feelings as children discuss their favorite place at home. Teacher should be prepared to give positive feedback for every response.
2. Have children draw pictures of their favorite place (room) at home.
3. Have children reassemble, show and discuss pictures - tell why it is their favorite place (room).
4. Place pictures in folder.

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Activity 7:

Materials and Preparation:
Page 7 - "These Are Some Things I Like To Do" for each child.
Filmstrip - see Activity 4

Procedure:

1. Lead children in discussing some of the things they like to do at home. Help them discover that some of their chores can be fun.
2. Have children draw pictures of some things they do at home.
3. Have children reassemble and share pictures. Discuss why they like to do the things they've pictured and with whom they like to do them.
4. Teacher may choose to write captions on each picture.
5. Place in individual folders.

Activity 8:

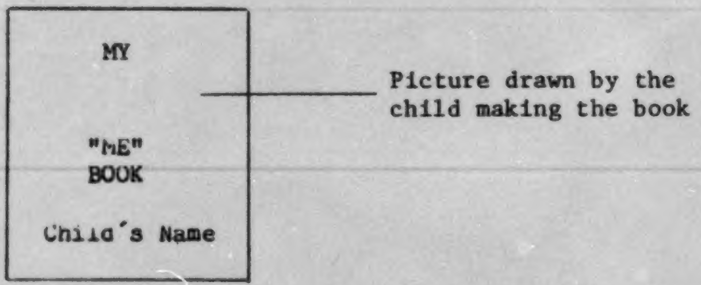
Materials and Preparation:
Invite school nurse to room
Page 8 "This is How I Grow" for each child.

Procedure:

1. Have nurse come in and tell children about their bodies and how they grow.
2. Measure and weigh each child.
3. Record height and weight on child's page and on a wall chart for future reference.
4. During year chart progress.

Activity 9:

Materials and Preparation:
Title Page - My "Me" Book for each child. (see example)
Back cover for each child. (blank page)
Brads
Hole Punch (etc., see first day)



Procedure:

1. Give each child a title page to color and decorate.
   Note: Teacher will decide if this will be completely "free hand" or if printing will be on page, having child trace letters. Encourage the making of borders, pictures, etc. Show book fronts from library

books to give children guidance in what you want. Each child should put name on title page as the author.

2. Add cover and back page to each of the children's pages. Punch holes. Help child attach brads to put booklet together.
3. Allow time for each child to look at completed book. Display in room.

Follow Up:
This activity could precede Open House or conference week, and provide a part of the displays. Urge children to share their work with parents.

Extra Activities for "Me" Book:
1. "My family is unique." Have children tell of cultural or traditional activities which are different but exciting. (language, music, food, games) You might send note home to parents for help.
2. "We celebrate." Have children discuss how holidays or special events are celebrated in their home. Encourage diversity. (birthdays, holidays, social gatherings). Draw a picture of one event.
3. "My name is unique." Have children discuss nicknames, proper names, and legal names. Have children paste in full names and nicknames as brought from home. Children from other cultures should be encouraged to bring their names in that language. Calligraphy might be discussed.

Extra Activities:
"Me" Poster
1. Have children cut out pictures that represent themselves and their activities.
2. Record and then print stories of themselves.

Family Bar Graph
1. Have children color a block of the graph for each family member. Color code family members. Ex: Blue for Mother, Red for Father...
2. Paste each child's graph on a chart for comparison and discussion.

Project 4: VERY IMPORTANT PERSON

Overview:
This may take from six months to a year to complete. Only five to ten minutes daily will give everyone an opportunity to be very special. This is an ongoing activity that will only partially fulfill the necessary time allotted to Social Studies each day. This activity centers on each child, his/her likes and dislikes and his/her unique family. As the children open themselves to their peers they discover more commonalities and differences among themselves.

Vocabulary:
Vocabulary used will include the exploration of questions and positive comments (compliments). Intelligent and applicable questions do not come easily to all children. This is a fun time to explore the types of questions, (who, what, when, where, how) and usage of questions, (What's your favorite toy? How many brothers and sisters do you have? Do you ever get to stay up late? Is that your favorite sweater?) One day the children spend a few minutes questioning the V.I.P. One day a few minutes are spent complimenting the V.I.P. Dividing the approach to verbal sharing helps separate statements from questions. As the children offer their comments help them categorize them, ("That was a lovely compliment but today we are asking questions. A question asks things like how many...? When do you...? What's your favorite...?" This approach can be reversed when giving compliments.)

Materials and Preparation:
Note for parent (call ESL Office for help if needed 268-7805)
One piece of white construction paper with "My Family" written on it.
One piece of their favorite color of construction paper with "Things I Like" written on it.
A bulletin board space reserved for their pictures.
An area where they can display personal items they have brought from home.

*A note to the teacher: Should you want to incorporate this into fewer sessions per child, Activities 1, 4, 5 and Activities 2 and 3 can be combined.

Activity 1:

Procedure:

1. Select a child and send home a note of explanation and the two pieces of labeled construction paper. In your note encourage cultural diversity not just what might be considered "American." (It will help to pick a child from a responsive family the first few times. Once the children are acquainted with the activity the form is easy to follow. As the program is implemented, most children look eagerly to their turn and happily bring materials from home. In some cases you may want to supply a child with a magazine to cut and lend them scissors and paste for an evening). Encourage children to draw pictures of activities not available in magazines.

Activity 2:

Procedure:

1. The V.I.P. shares one sheet of pictures about "My Family" completed

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at home. (As the children sit in a group on the floor, let the V.I.P. stand and point out his/her pictures as he/she speaks).

Activity 3:

Procedure:
1. The V.I.P. shares his/her other sheet of pictures about "Things I Like" completed at home.

Activity 4:

Procedure:
1. The V.I.P. sits on the V.I.P. chair in the center of a circle and answers questions asked by the children. (The V.I.P. is allowed to call upon the children as they raise their hands).

Activity 5:

Procedure:
1. The V.I.P. sits on the V.I.P. chair in the center of the circle and is given compliments by the children. (The V.I.P. is allowed to call upon the children as they raise their hands).

Extra Activity:
1. Invite the parent or guardian to visit the classroom and share their heritage, cultural diversity, or unique hobbies. Language, dress, foods, books or unusual occupations could be explored.

Poems and Fingerplays

Our Family
This is our mother,
This is our father,
This is our brother tall,
This is our sister,
This is our baby,
Oh, how we love them all.

Me

I'm glad I have two ears, two eyes,
And two strong legs to run.
I'm glad I have two arms, two hands,
Instead of only one.
I'm glad I have two knees, two feet,
And yet, I don't suppose,
I'd ever really see the need
To have another nose.

Touch Your Nose

Touch your nose;
Touch your chin;
That's the way this game begins;
Touch your eyes;
Touch your knees;
Now pretend you're going to sneeze; (finger under nose)
Touch your hair;
Touch your ear;
Touch your two red lips right here;
Touch your elbows;
Where they bend
That's the way this game ends.

The Helpers

Two little eyes to see nice things to do,
Two little lips to smile the whole day through.
Two little ears to hear what others say,
Two little hands to put our toys away,
A tongue to speak sweet words each day,
A loving heart for work or play,
Two feet that errands gladly run,
Make happy days for everyone.

Brother

I am the sister of him
And he is my brother.
He is too little for us
To talk to each other.

So every morning I show him
My doll and my book.
But every morning he still is
Too little to look.

Our Family

This is our mother,
This is our father,
This is our brother tall,
This is our sister
This is our baby,
Oh, how we love them all.

Me

I'm glad I have two ears, two eyes,
And two strong legs to run.
I'm glad I have two arms, two hands,
Instead of only one.
I'm glad I have two knees, two feet,
And yet, I don't suppose,
I'd ever really see the need
To have another nose.

Touch Your Nose

Touch your nose;
Touch your chin;
That's the way this game begins;
Touch your eyes;
Touch your knees;
Now pretend you're going to sneeze; (finger under nose)
Touch your hair;
Touch your ear;
Touch your lips right here;
Touch your elbows;
Where they bend
That's the way this game ends.

These materials are available in your building library or the System Media Center:

Sound Filmstrips
Beginning Concepts I - Scholastic
   Short, Tall, Large, Small
Beginning Concepts II - Scholastic
   Ear, Nose, Fingers, Toes
   Kitten, Pup Growing Up
Five Families - Scholastic
   Chinatown
   Circus Family
   Pinata
   Together
   Yan-a-Tay
Getting to Know Me - Society for Visual Education
   A Boat Named George

Listen, Jimmy
People Are Like Rainbows
Strike Three, You're In!
The Importance of You - BFA Educational Media
You Are Somebody Special
Your Feelings
Kindle 1/Who Am I? (The concept of self) - Scholastic
All Kinds of Feelings
Do You Believe in Wishes?
The Joy of Being You
Nothing is Something to Do
People Packages

Books
Berg, J., *There's Nothing To Do, So Let Me Be You*, Westminister
Follett, R., *Your Wonderful Body*, Follett
Geddes, B., *I Like to Be Me*, Viking
Guilfoile, *Nobody Listens to Andrew*, Follett
Hill, E., *Evan's Corner*, Holt
Kuskin, K., *Just Like Everyone Else*, Harper
Lenski, L., *Little Family*, Doubleday
Ness, E., *Exactly Alike*, Scribner
Slobodkin, L., *One Is Good, But Two Are Better*, Vanguard
Viorst, J., *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Atheneum

Flat Pictures
Moods and Emotions (Understanding Ourselves and Others) - Instructa
Myself (Story Set 1-A) - Bowmar
World Around Me - Bowmar
Here We Go Loobie Loo - Folkcraft

WHO AM I?

Suggested Resources

Kit 0489 - Nobody Listens to Andrew

Filmstrips
Page 912, Ears, Nose, Fingers, Toes - Scholastic's Early Childhood Program
Beginning Concepts
Page 913, Kittens, Pup Growing Up
Who Am I? - Kindle (Scholastic) FSR 0787
The Joy of Being You
All Kinds of Feelings
People Packages
Five Families - Scholastic
The Importance of You (4 FS/4 tapes) (Likenesses and Differences) FSR 1016
People are Different and Alike 0700
What To Do About Upset Feelings 0358

Books
I Like To Be Me
The Small Family - Lenski
Evan's Corner
Like Everybody Else
There's Nothing To Do, So Let Me Be You
I Like To Be Me - Geddes
Exactly Alike
Alexander and the Terrible, Horrible, No Good, Very Bad Day - Voist
Your Wonderful Body - Follett
One Is Good, But Two Are Better

Pictures
Angie Was Here - Scott,Foresman SSI
Moods and Emotions - Understanding Ourselves and Others
Understanding Our Feelings

Records
Hokey Pokey, Looby Loo - Folk Craft

Poems and Finger Plays
The Helpers
Two little eyes to see nice things to do,
Two little lips to smile the whole day through.
Two little ears to hear what others say,
Two little hands to put our toys away,
A tongue to speak sweet words each day,
A loving heart for work or play,
Two feet that errands gladly run,
Make happy days for everyone.

Who Am I?

Bibliography

Books		
Berg	There's Nothing To Do So Let Me Be You	Westminister
Follett	Your Wonderful Body	Follett
Geddes	I Like To Be Me	Viking
Guilfoile	Nobody Listens To Andrew	Follett
Hill	Evan's Corner	Hill
Iwamatsu	Crow Boy	Viking
Kuskin	Just Like Everyone Else	Harper
Lenski	Little Family	Doubleday
Martin	The Rice Bowl Pet	Crowell
Ness	Exactly Alike	Scribner
Simon	What Do I Do?	Whitman
Simon	What Do I Say?	Whitman
Slobodkin	One Is Good, But Two Are Better	Vanguard
Viorst	Alexander and The Terrible, Horrible, No Good, Very Bad Day	Atheneum
Yashima	Youngest One	Viking
Flat Pictures		
SMC	Moods and Emotions Understanding Ourselves and Others	Instructo
SMC	Myself (Story Set 1-A)	Bowmar
SMC	Around Me	Bowmar
SMC	Our Feelings	Instructo
Sound Filmstrips		
SMC	Beginning Concepts I	Scholastic
MTC	Short Tall Large Small	
	Others	
SMC	Beginning Concepts II	Scholastic
MTC	Ear Nose Fingers Toes	
	Others	
SMC	Crow Boy	Weston Woods
SMC	Dr. Seuss Beginning Books	Random
	The Foot Book	
	The Ear Book	
	The Eye Book	
	The Nose Book	
MTC	Five Children	Scholastic
	Cowboy	
	Fisherman's Son	
	Happy Birthday Howard	
	Mira Mira Marisol	
	Sara's Letter	
SMC	Five Families	Scholastic
MTC	Chinatown	
	Circus Family	
	Pinata	
	Together	

	Yah-a-Tay	
MTC	Getting to Know Me	SVE
SMC	A Boat Named George	
	Listen, Jimmy	
	People Are Like Rainbows	
	Strike Three, You're In!	
MTC	The Importance of Being You	BFA
SMC	You Are Somebody Special	
	Others	
MTC	Kindle I-Who Am I?	Scholastic
SMC	Do You Believe in Wishes?	
	The Joy of Being You	
	Nothing Is Something To Do	
	People Packages	
SMC	Me, Myself, and I	Eye Gate
	Who Am I?	
SMC	My Home and Me	EBE
	My Forest Home	
	My Ranch Home	
	My City Home	
	My Navajo Desert	
	My Sea Coast Home	
	My Island Home	
IMC	People Are Different and Alike 0700	
Disc		
IMC	Crow Boy	
	Hokey Pokey, Looby Loo	Folk Craft

HOW I FEEL

Introduction:
This unit is intended to help each child examine a wide range of feelings and emotions. The activities are designed to allow each child to experience and discuss personal feelings and emotions from a wide spectrum of verbal and nonverbal communication. There are four major activities, each one takes several days to complete. Although not all the suggestions need to be incorporated in each classroom the activities are presented in a sequential order and for the most part build with each successive day.

Objectives:
Each child will:
1. Discover he/she has negative and positive feelings.
2. Discover how these feelings happen.
3. Become aware of how to change negative feelings to positive ones.

Projects:
1. Warm Fuzzies and Cold Pricklies
2. Expressing My Feelings
3. Likes and Dislikes
4. Making Magic

Project 1: "WARM FUZZIES" AND "COLD PRICKLIES"

Overview:
Children feel good when other people pat them on the back or smile at them. Touching and facial and verbal expressions can convey good (or warm) feelings such as being O.K. and being loved. These good feelings are called "warm fuzzies." On the other hand touching and facial and verbal expressions can convey bad or hurt feelings. These bad feelings are called "cold pricklies." If you are uncomfortable with terminology "Warm Fuzzies and Cold Pricklies," you may substitute other terms such as "Warm Feelings" and "Cold Feelings."

Vocabulary:
Role play, emotions, friendliness, unfriendliness, warm fuzzies, cold pricklies, excited, anxious, fearful, happiness, angry, nervous, miserable, and others that the children introduce from their own backgrounds.

Activity 1:

Materials and Preparation:
Large chart tablet paper
Magic marker
Suggested filmstrip - Kindle Kit: *All Kinds of Feelings*
The Healthful Living Program - Study Print No. 6, *Happiness*
Compose a note asking for the parent's help in having their children bring to school a smooth medium sized rock with a flat bottom. (Call the Bilingual/ESL Office if needed 268-7805)
Use a magic marker to write the children's names on the bottom of the rocks as they are brought to school.
Record: *Imagination and Me* by Wayman - Warm Fuzzies Disc 75-11968 7846

Procedure:

1. Explain to children what a "warm fuzzy" is.
2. Have the children discuss things that give them warm fuzzies.
3. Have the children give a warm fuzzy to the person sitting next to them. (ex: a smile, a hug, a compliment, a back rub, a pat, a wink, etc.) Explain that warm fuzzies should be sincere and not fake.
4. Let the children express how they felt after receiving a warm fuzzy.
5. Show Study Print No. 6, *Happiness* to the classroom and ask: "How do these children feel?"
6. Write these descriptive words on the large chart tablet paper.
7. Put the chart on a bulletin board or paint easel so the children can go back and try to read the dictated words during a free time. The easel works well since one side can be used for the a.m. class and one side for the p.m. class.
8. Show filmstrip *All Kinds of Feelings*.
9. Listen to record.
10. Send "rock" notes home.

Activity 2:

Materials and Preparation:
12" x 18" manila paper
Crayons
Filmstrip: Knowing Me, Knowing You Kit - The I Feel Game and The You Feel Game
Large chart tablet with warm fuzzy words (from Activity 1)

Procedure:
1. Help the children read the warm fuzzy words they dictated from the 1st activity.
2. Have the children draw a picture of themselves doing something that gives someone a good feeling.
3. Have the children share their pictures with the group.
4. Display these on a "Good Feelings" or "Warm Fuzzies" bulletin board.
5. Show filmstrip or read story.

Activity 3:

Materials and Preparation:
Chart tablet from Activity 1
Medium sized smooth rocks brought by the children or obtained by the teacher at a landscaping company or nursery.
Fur scraps may be obtained through a furrier or a fabric store (a 4 1/2" x 58" or 60" piece of fur will last for several years.)
Plastic eyes can be purchased in any hobby shop.
Glue placed in several containers on tables or on the floor.
Place the fur scraps in a box and the eyes in another box on one table.

Procedure:
1. Review the "warm fuzzies" feelings on the tablet.
2. Explain to the children that they are going to make warm fuzzies to take home. Demonstrate with your own rock:
   a. Place plenty of glue on the backs of the plastic eyes (it will dry clear).
   b. Glue eyes on the rock.
   c. Place plenty of glue on the back of the rock.
   d. Stick the fur on and hold in place for several seconds.
3. As you distribute the rocks with the children's names on them, have them examine the rocks. "How do they feel? How is your rock different from your neighbors? By the shape of the rock, which side will be the bottom? The top? The face?"
4. Have them pick up two eyes and select a scrap of fur.
5. Have the children sit by a glue tub and glue the eyes and fur on the rocks. (Alternative: If you prefer, the children can glue the eyes and fur as you demonstrate. Distribute rocks, eyes, and fur first).
6. When they have completed the task, discuss how they feel as they pet the warm fuzzy.
7. Place the warm fuzzy rocks on a shelf or in their cubby holes.
8. Send the warm fuzzy rocks home with the children or keep to compare with Cold Pricklies that will be constructed in Activity 8.

Activity 4:

Materials and Preparation:
Fingerplay - "Love is a Circle"

Procedure:
1. Have each child give a warm fuzzy feeling (sincere) to the child sitting next to him or her. (Same as 1st activity: a hug, a pat, a smile, a greeting, a compliment, etc.)
2. Discuss why we give warm fuzzy feelings to others.
3. Have children volunteer to explain how someone gave them a warm fuzzy feeling today at play, at work, at recess.
4. Do fingerplay - "Love is a Circle"

Love is a Circle
Love is a circle, round and round.
Love is up, Love is down.
Love is inside trying to get out.
Love is whirling and twirling about.
Love is a circle that knows no bound.
The more you give, the more comes around.
Love is yours alone to give.
It lives in us, it's beautiful!

Activity 5:

Materials and Preparation:
Large chart tablet paper
Magic marker
Filmstrip 3 Kindle (Scholastic) - Getting Along, Sticks and Stones
Lollipop Dragon Kit - Unfriendly Friends

Procedure:
1. Explain that cold pricklies are bad feelings that hurt others. They can be verbal or nonverbal (such as hitting, sarcasm, throwing rocks).
2. Have the children discuss ways in which people give cold pricklies to others.
3. Write these ways on the large chart tablet paper. For extra vocabulary work have the children discuss how they would feel after each cold prickly such as; angry, terrified, sad, miserable, worried.

Activity 6:

Materials and Preparation:
Study Print No. 7, Unhappiness, The Healthful Living Program for Kindergarten.
Story suggestion - David was Mad (Kinderowl series) or The Quarreling Book.

Procedure:
1. Show the Study Print No. 7, Unhappiness, to the children and ask:

"How does the little girl feel?"
"Why do you think she feels this way?"
"How does the little boy feel?"
"Why do you suppose he feels this way?"
"What might you do to give them a warm fuzzy feeling?"
(Allow enough time for each child to answer.)

2. Read and discuss the story.

Activity 7:

Materials and Preparation:
12" x 18" manila paper
Crayons
Story suggestion - Alexander and the Terrible, Horrible, No Good, Very Bad Day.

Procedure:

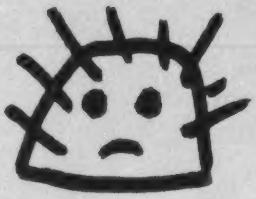
1. Have the children draw a picture of a cold prickly in action, such as grabbing a cookie away from a child, breaking a toy, or knocking down a block building.
2. Have each child describe what is happening in his/her picture.
3. Then have each child tell how the cold prickly can be turned into a warm fuzzy.
3. Go over these pictures with the class as a whole.
4. Read story.

Alternative:

1. Have the class sit in a circle.
2. Explain to the children that each one will have an opportunity, one at a time, to express their feelings to the whole class.
3. Have the children finish the sentence - "I feel badly when... because...".

(The teacher's role is passive and should be nonjudgemental. Every response is to be accepted even though blunt and critical. Emphasis is to be placed on honesty and openness.)

Activity 8:



Materials and Preparation:
Large chart tablet from Activity 1.
Egg Carton
Toothpicks

Procedure:

1. Review the "Cold Pricklie" chart - have the children suggest ways these could be turned into warm fuzzies (good feelings).
2. Give each child a section of the bottom of an egg carton.
3. Construct eyes and insert toothpicks.
4. If you have kept their warm fuzzies that were constructed in Activity 3, have the children make the comparison.

Activity 9:

Materials and Preparation:
Flat pictures
Story or filmstrip- Lollipop Dragon Kit - Playing Tricks with Feelings

Procedure:

1. Review what warm fuzzies and cold pricklies are.
2. Show to your class various flat pictures dealing with feelings and discuss how they might feel.
3. Have the children categorize them into two groups, warm fuzzies and cold pricklies. (This can also be a center activity for the next day.)
4. Show filmstrip or read story.

Activity 10:

Materials and Preparation:
Flat pictures, Understanding Our Feelings or Feelings and Emotions to role play

Procedure:

1. Discuss the definition of "role play" with the children and that everyone will get a turn to role play.
2. Show one picture at a time. Choose volunteers. Have the children role play the picture.
3. Continue the role playing with the pictures until everyone has had a turn.

Extra activities on categorizing feelings:

1. Make a warm fuzzy book.
2. Share with your class various pictures dealing with emotions and have the children categorize them into good and bad.
3. Have a special warm fuzzy person of the day or the week.

Project 2: EXPRESSING MY FEELINGS

Overview:
These activities will help kindergarten children understand their own feelings. The teacher will urge each child to discuss "feelings" as the vocabulary words are introduced. Also, the teacher will want to help children understand and differentiate between two kinds of feelings - the sensory feeling (or touch) and feelings as an emotion.

Vocabulary:
Happiness, sadness, fearful, afraid, angry, love and kindness.

Activity 1:

Materials and Preparation:
Package of large pictures showing emotions
Filmstrip - Sesame Street's Learning About Yourselves Kit - Going on a Hike and/or A Day at the Zoo

Procedure:
1. Show filmstrip.
2. Discuss two kinds of feelings discussed in overview. Use large pictures showing different emotions. Discuss, using vocabulary words.

Activity 2:

Materials and Preparation:
Dial-a-Feeling Chart - Pizza round sectioned off and labeled with feelings from vocabulary list. Spinner attached in the middle.

Procedure:
1. Have children take turns spinning the dial.
2. Discuss and act out the feeling indicated.
3. Explain why they feel that way.

Extra Activities:
Murals of feelings - can be a mural of like feelings such as all happy pictures of happy activities or a mural of oppostie feelings, various feelings or even mixed up (uncertain) feelings.
Kindness Tree - A tree filled with kind deeds from which a child can draw a kind deed to fulfill.
What I do affects others: I can make (Mom) feel (happy) if I (clean up my room).

Project 3: LIKES AND DISLIKES

Overview:
These three activities are intended to enable the children to discuss and share their likes and dislikes, to categorize these feelings, and to become aware of these feelings in others.

Vocabulary:
Dislike, different, similar, same as and appeal.

Activity 1:

Materials and Preparation:
Story, "Which Do You Choose"
12" x 18" construction paper - variety of colors (12" x 18" manila paper can be used)
Crayons
Scissors
Variety of catalogs and magazines (Christmas catalogs are especially good.)
Paste tubs

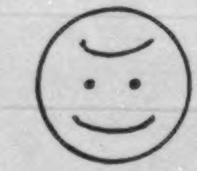
Procedure:
1. Have the children choose their favorite color of construction paper (12" x 18") and proceed to the tables or a place on the floor.
2. Instruct the children to:
    a. Fold the construction paper in half.
    b. Trace the folded line with crayons.
    c. Draw a happy face at the top of one half for the "I Like" section and a "sad face" at the top of the other half for the "I Dislike" section. (Alternative: Have the children write "I Like" and "I Dislike.")
    d. Find and cut out 5 pictures of things they like.
    e. Discuss pictures and why they like them.
    f. At another session have the children cut out and paste 5 pictures of things they dislike.
    g. Discuss pictures and why they dislike them.

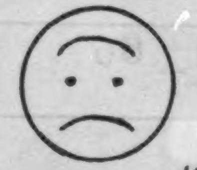
Encourage children to draw pictures of things they like or dislike if not available in magazines.

Activity 2:

Materials and Preparation:
Pictures
Paper plate and crayons

Procedure:
1. Have each child construct a Happy/Sad Face.





Same plate turned upside down.

2. Show pictures of things or situations that children can respond to with their plates such as zoo animals, food, farm animals, sports, careers, and cartoon characters. Remember to include cultural differences.

3. Count how many people liked and disliked each different situation.

Project 4: MAKING MAGIC - Continues throughout the school year

Overview:
Making Magic is designed to enable children to share and release their feelings within a group, to listen to how others feel and to discover alternatives to negative emotions. The activities continue throughout the school year and can be added whenever there exists 5-10 minutes of extra time in the daily curriculum. Each activity can be accomplished with small groups or the entire class and should be done in a circle. The magic of the circle is that only one person speaks while everyone else listens. The teacher makes a statement or asks a question and each child can respond with their feelings on the subject. (Note: They do not have to respond.) Listening skills can be tested by asking the children who can tell what another child has said or how they feel about what the child has said. These activities are a slight variation of "Magic Circle." This book with listings of daily activities can be obtained through Murdock Teacher Center Library.

Activity 1:

Procedure:
1. Have the children form a circle.
2. Discuss the magic of the circle (listening to others).
3. Give the children an open-ended statement or ask a question.
4. Allow those children who want to respond to express their feelings.
5. The teacher's role is passive and nonjudgemental. They are to accept all responses as appropriate. This is to establish an environment that is nonthreatening and open.

Making Magic Starters:
1. I feel sad when... because...
2. I fell happy when... because...
3. I feel frightened when... because...
4. I become nervous when... because...
5. Sometimes I get angry when... because...
6. I know I'm going to get into trouble when... because...
7. How do you feel about school?
8. How do you feel about our classroom rules?
9. The characteristic I like best about me is... (a mirror might be useful)
10. The thing I like best about you is... (person sitting next to the child)
11. The thing I like best about winter is... (or any season)
12. In school, the thing I do best is...
13. I'm a good helper when I...
14. I did something nice for someone today. It was...
15. My school day was...
16. I get mad at my brother or sister when...
17. I don't like people who...
18. I really like someone who...
19. When I moved I felt... because.../If I were to move I would feel...
20. If I were purple and everyone else was green, I would feel... because...

How Do I Feel

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Hoban	The Sorely Trying Day	Harper
Martin	David Was Mad	Holt
Martin	Which Do You Choose?	Holt
Viorst	Alexander and the Terrible, Horrible, No Good, Very Bad Day	Atheneum
Zolotow	The New Friend	Abelard
Zolotow	The Quarreling Book	Harper
Flat Pictures		
SMC	The Healthful Living Program	Laidlaw
	Happiness (No. 6)	
	Unhappiness (No. 7)	
Sound Filmstrips		
MTC	Kindle I	Scholastic
SMC	All Kinds of Feelings	
	Do You Believe in Wishes?	
	The Joy of Being You	
	Nothing Is Something To Do	
	People Packages	
	Who Am I?	
SMC	Getting Along	Scholastic
	I Don't Care Anyhow	
	It's Mine	
	Smiles Don't Just Happen	
	Sticks 'n Stones	
	Will You Be My Friend?	
	Lollipop Dragon	
	People on Parade	
	Hunt for Special Talents	
	Finding Out About Feelings	
	Unfriendly Friends	
	Knowing Me, Knowing You	
	The I Feel Game	
	The You Feel Game	
	The I know You Want Game	
	The No Blame Game	
	Sesame Street Learning About Yourself	
	Going on a Hike	
	A Day at the Zoo	
SMC	Me Myself and I	Eye Gate
MTC	The Me I Can Be	

Films

IMC 1185	Winter of the Witch
0358	What Do You Do About Upset Feelings

Video Tape Cassettes

IMC 1446	Free To Be You and Me
IMC 1095	Free To Be You and Me
IMC 0986	You Got Mad, Are You Glad?
IMC 0991	You Promised

Disc

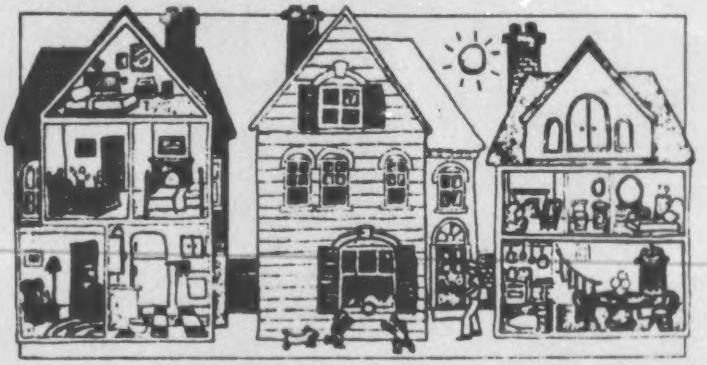
MTC	Imagination and Me (by Wayman)
	Warm Fuzzies
	I Like Me

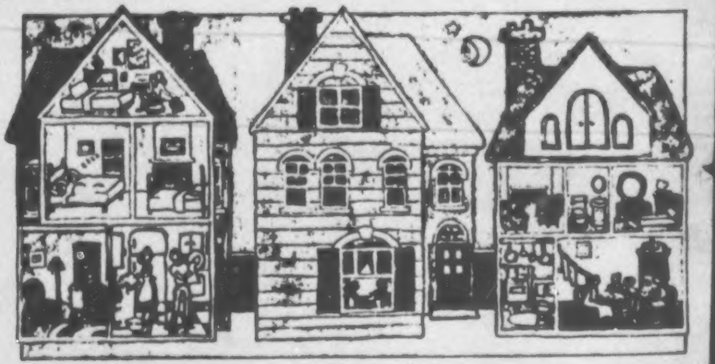
CHANGES I SEE

Introduction:
Children are aware that their environment is constantly changing. It´s dark outside, it´s light outside, we wear sandals, we wear boots, it´s Monday, it´s Saturday, etc. To put these varying situations into perspective we introduce change as a natural and expectable part of our life.

Objectives:
Through these projects the children will:
1. Learn the four seasons.
2. Categorize clothing, scenery and activities that correspond with an appropriate season.
3. Discover the role that the sun plays in day and night.
4. Be aware of the variations of weather.
5. Know the seven days of the week.
6. Be able to read a calendar.

Projects:
1. I Change - Things Around Me Change
2. Day and Night
3. The Changes of Seasons
4. What Day Is It?
5. Weather Watching





Project 1: I CHANGE - THINGS AROUND ME CHANGE

Overview:

These activities will help the kindergarten child discover that all living things go through cycles of change which cause them to become different. The changes that take place in the growth of a human baby to an adult are very different from the growth of a seed to a mature plant, but the stages never change; the cycle is predictable. The child will also discover that non-living things are products of something that once lived.

Vocabulary:

Change, cycle, living, baby, teenager, different, child, adult, adolescent, mature, non-living.

Activity 1:

Materials and Preparation:

Poem - "Now I Am Six"

Now I Am Six

When I was one,
I had just begun.
When I was two,
I was nearly new.
When I was three,
I was hardly me.
When I was four,
I was not much more.
When I was five,
I was just alive.
But now that I'm six, I'm as clever as clever.
So I think I'll be six forever and ever.

Flat Pictures of: *The Life Cycle of a Frog*
The Life Cycle of a Monarch Butterfly
The Life Cycle of a Robin

Procedure:

1. Introduce poem, "Now I Am Six."
2. Ask children if it is possible to "be six forever and ever." After several responses, discuss what it means when we say something has "changed" (become different).
3. Discuss with children changes that have happened to them since they were five - how much they've grown, losing a tooth, needing a larger shoe, etc.
4. Define "living things," then help children to understand that all living things are changed by growth, and that we cannot control these changes.
5. Show flat pictures.

6. Discuss life cycles with the children.

Activity 2:

Materials and Preparation:
Poem - "Now I Am Six"

Procedure:
1. Review poem, "Now I Am Six."
2. Review the fact that all living things are changed by growth, and we cannot control these changes.
3. Say, "We've learned that all living things change as they grow. We cannot change how much we grow, or skin color, the color of our eyes, whether we have long, thin fingers or short, stubby ones."
4. Say, "There are some things we can change. Can anyone tell me something you can change?" Wait for response.
5. Ask children if they can look at you and discover any changes you've made since yesterday. Help them "discover" that you've changed garments - the one you wore yesterday had "changed" from being fresh and clean to wrinkled and soiled after being worn all day. Denote other changes.
6. Play, "What Did I Change." Choose two children - one child to be "It," and the one child to make some change in appearance. "It" looks carefully at the other child and then leaves the group. The other child stands in front of the group and quickly makes one change in attire (untie/unbuckle shoe, remove belt, move ring to different finger, unbutton shirt sleeve, untie belt, turn necklace upward, turn T-shirt backward, etc.). "It" is called back to the group and other player asks, "What did I change?" "It" decides what has been changed and answers, using a complete sentence. If "It" does not discover what has been changed, his partner will show him. Two new players are chosen and the game continues.

Activity 3:

Materials and Preparation:
Characteristics of Living/Characteristics of Non-living
2 sheets poster board - Living and Non-living Headings

Procedure:
1. Review:
    a. Some changes result from growth and we cannot control these changes - how much we grow, a loose tooth, the size of our feet, etc.
    b. Some changes are by choice. People can change some things. We can change our hair style, what we wear, the color of a room. We can rearrange our furniture, and we can remodel a building to make it look very different. We can even move to a different house if we make that choice.
2. Discuss characteristics of Living and Non-living.
3. Note to children that some living things are now non-living.
4. Go on a walking tour of school environment and identify Living and Non-living objects.
5. Come back to classroom and discuss findings.

Activity 4:

Materials and Preparation:
Magazines
Scissors
Paste
2 sheets posterboard - Living and Non-living Headings

Procedure:

1. Review characteristics of Living and Non-living.
2. Explain to children that they are to find pictures of three objects that are Living and three objects that are Non-living.
3. Distribute magazines and scissors.
4. Have each child stand beside the charts, naming the objects in his pictures and classifying them as Living and Non-living.
5. Teacher will help child paste pictures on charts.
6. Tell children these charts will be used in the next session.

Activity 5:

Materials and Preparation:
Charts
Book - The Tenth Good Thing About Barney

Procedure:

1. Group children for story/discussion.
2. Read, The Tenth Good Thing About Barney
3. Display charts (collages) made during the last session.
4. Discuss some of the pictures on the "living" chart - the cycles of living things, birth through death. Again, tell children that all living things go through these cycles of change.
5. Examine many of the objects on the "non-living" chart. Guide the children in discovering that the non-living objects are products of something that once lived or is still living (mink coat, cotton shirt, cheese, wool socks, etc.).
6. Be prepared if this discussion should lead into questions about death. A child may have a special reason for voicing a statement or question. Again, explain that even though we cannot understand it, some kinds of changes are simply stages in cycles, and they are predictable. Everything that is born will also die. The cycles cannot be changed.

Project 2: DAY AND NIGHT

Overview:
These activities are designed to enable the kindergarten child to identify activities associated with day and night and familiarize the child with the role that the sun plays in day and night.

Vocabulary:
Rotates, path or orbit, gravity

Activity 1:

Materials and Preparation:
Yellow paper labeled "Sun"
Blue paper labeled "Earth"

Procedure:
1. Select a child to hold the yellow paper, remain stationary, and represent the sun.
2. Select a child to represent the earth. Have child try to circle the "Sun" child while spinning and not bump. Point out the need for a path or orbit. Discuss the need for something, such as gravity, to help hold the "Earth" child in the right path. Discuss spinning as rotation.
3. Now have "Earth" carefully spin around "Sun" and have students observe how "Earth" gradually rotates and can see or cannot see the "Sun" child.
4. Discuss how this applies to night and day.

Activity 2:

Materials and Preparation:
Globe
Flashlight
Small ball of clay
Story, Tommy and Dee Dee

Procedure:
1. Show the globe to the children. (See Where Am I, Project 3, Looking at the Globe).
2. Place the small ball of clay on Kansas so they will be able to easily identify it on the globe.
3. Ask, "If you didn't have an clock, how would you know when to get up or when to go to bed?"
4. Review how the earth rotates on its axis and that this is what causes day and night. One complete rotation makes a day and night.
5. Have one child hold the flashlight which represents the sun and one child turn the earth to show its rotation.
6. Turn off the lights and turn on the flashlight. Have the child holding the flashlight shine it on the globe and move away until the light illuminates half of the globe.
7. Have one child rotate the globe slowly.

8. Point out Kansas (ball of clay) and ask, "What time is it in Kansas?" (Nighttime if the sunlight is shining on the other half of the globe and daytime if the sun is shining directly on Kansas).
9. Read and discuss *Tommy and Dee Dee.*
10. Ask, "When it is daytime in Kansas, what time is it on the other side of the earth?" "When it is nighttime in Kansas, what time is it on the other side of the earth?"

    NOTE: If you have children in your classroom who are not natives of Kansas, you may wish to have them find the region on the globe and compare or contrast differences of night and day to that of Kansas.

Activity 3:

Materials and Preparation

2 large chart tablet sheets - one labeled Day Activities and one labeled Night Activities.

Story of FSH 0915 *Sun Up* or Film 9218 *Little Rooster Who Made the Sun Rise*

Procedure:

1. Ask, "Is there any difference between day activities and night activities?" "Are they similar?"
2. Have the children list activities for the day and write these on the large chart tablet sheet labeled "Day Activities."
3. Do the same for "Night Activities."
4. Read over each sheet checking for similarities and differences in the activities for day and night.

    NOTE: Some parents will work second or third shift causing differences in day and night activities. There are also sections of the world that have periods of time when there is a 24 hour day or 24 hour night.

Extra Activities:

1. Discuss the activities of animals in the day and in the night.
2. Visit the Omnisphere, 220 South Main to view Prisoners of the Sun.
3. Center activity: Cut out a large moon and a large sun. Have the children cut out pictures from catalogs and magazines, paste day activities on the sun and night activities on the moon.
4. Center activity: Cut out a medium sun and a medium moon. Using the Kindergarten Health for Living Series flat pictures and other health flat pictures from your library, have the children categorize day activity pictures under the sun and night activity pictures under the moon.
5. Draw the sun where it should be. Draw the earth around the sun and shade half of the earth for night. Write night on the shaded side and day on the unshaded side.

Activity 4:

Materials and Preparation:

Manila paper 12" x 18"
Crayons
Large chart tablet sheets from Activity 3.

Procedure:

1. Review tablet sheets from Activity 3.
2. Explain to the children that they are going to draw a picture of their favorite day and night activities.
3. Have children get their crayons and distribute 12" x 18" manila paper.
4. Have the children:
   a. Fold the paper in half (should measure 9" x 12" after being folded).
   b. On one half, draw a sun at the top and on the other half a moon.
   (NOTE: If your children can print and copy, have them print Day on one half and NIGHT on the other half.)
   c. Draw a favorite day activity and night activity on the correct halves.
5. Share these with the class noting similarities and differences in favorite day and night activities.

Activity 5:

Materials and Preparation:
Little Dog Dreaming
Children's papers from Activity 4

Procedure:

1. Play "What Time Is It?" for review of day and night activities. Display children's papers from Activity 4. As the teacher alternates between day and night activities (the teacher might want to add several new activities), the children make signs for day or night. For the day sign, children place arms in a circle over their heads. For the night sign, children place hands together and rest heads on the hands to signify sleep. The teacher should give the correct answer after stating the activity.
2. Read *Little Dog Dreaming*

Project 3: THE CHANGES OF SEASONS

Overview:
Kindergarten children in Kansas experience the changes in seasons year round. These activities will enable the children to become more familiar with the changes of the seasons, identify seasons by name and identify the clothing each season requires. Children from other states or countries may have a different concept of seasons. Their concepts may be used as a point of comparison or contrast.

Vocabulary:
Seasons, Spring, Summer, Fall, Winter, warm, hot, cold, cool

Activity 1:

Materials and Preparation:
A Pocketful of Seasons
2 large chart tablet sheets labeled Spring-Summer and Fall-Winter

Procedure:
1. Read *A Pocketful of Seasons*
2. Ask the children to name the seasons in the story as you go through the book again, reading the pictures.
3. Ask, "Do we see the changes in seasons here?"
4. Ask, "What changes happen outside to tell us it is Spring and Summer?" "What changes happen outside to tell us it is Fall and Winter?" List these on a chart titled Spring-Summer and Fall-Winter.

Activity 2:

Materials and Preparation
Film - *Gray Squirrel* #1050 (Spring to Midwinter)
Various seasonal flat pictures
Large chart tablet sheets from Activity 1
Two 9" x 12" construction paper - one with Spring Summer written on it and one with Fall-Winter

Procedure:
1. Review the lists on the chart tablet. Play "What's the Season?"
2. Explain to the children that they are going to be shown pictures of the seasons to be categorized into Spring-Summer and Fall-Winter. Have the day's leaders each hold one of the cards titled Spring-Summer or Fall-Winter and stand on either side of the teacher. As the teacher shows a picture, have the children raise their hands if they know what season is depicted. The child whose hand is raised first gets to hold the picture if s/he can name the correct season. S/he then stands behind the leader that is holding the card for that season. Continue until every child has a picture. (Alternative: If there are not enough seasonal pictures for each child to hold one, place the pictures back in the teacher's stack to be shown again and have the child stand behind the leader whose card (Spring-Summer, Fall-Winter) matched the season pictured.
3. Show film - *Gray Squirrel*

Activity 3:

Materials and Preparation:
Book - The Growing Story
Catalogs for Spring-Summer and Fall-Winter
Manila paper 12" x 18"
Scissors
Paste tubs
Place several seasonal catalogs at each table. There should be enough for each child to have at least one. Place paste at each table.

Procedure:

1. Read The Growing Story
2. Ask, "Why did the boy change his clothes at the first of the story?" "At the end?"
3. Explain to the children that as the seasons change so do our clothes.
4. Distribute the 12" x 18" manila paper and have the children get their scissors.
5. Instruct the children to find 5 different pictures of clothing worn for Spring-Summer, cut them out, and paste on one side. Cut out 5 different pictures of clothing worn for Fall-Winter and paste them on the other side.
   (Note to teacher: Children from other countries may need help selecting appropriate clothing.
6. Clean up area. Bring pictures and regroup on rug or circle.
7. Share the pictures with the class.
8. Discuss clothing appropriate for seasons in other areas.
9. Place on a bulletin board or allow the children to take their pictures home.

Activity 4:

Materials and Preparation:

1. Give each child a booklet.
2. Pick out a tree in the neighborhood.
3. Walk to the tree. Discuss how the tree looks and have the children draw a picture of the tree on one page of the booklet. Label that page with the season's name and the date.
4. Collect the booklet and keep for future use.
5. Do this four times during the school year - once for each season.
6. Always go back to the same tree so you can discuss the changes that occur during the year.

Extra Activities:

1. Discuss each season as it approaches and include:
   a. Seasonal activities
   b. Changes in weather
   c. Changes in animals and nature
   d. Preparation for the season - animals, insects, people, birds.
   e. Differences of preparation for seasons by people of other areas.
2. Classification of seasonal pictures at a center.

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Project 4: WHAT DAY IS IT?

Overview:

These activities are designed to be a part of the daily schedule and will partially fulfill the expected social studies time. Many reading and math skills can be reinforced through the calendar and give the child a continuous look at "change."

Vocabulary:

Calendar, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, month, date, day, tomorrow, yesterday, until, after, before, ordinals, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, holiday, vacation, occasion. Extra vocabulary; the ordinal numbers eleventh through thirty-first.

Activity 1:

Materials and Preparation:

Large calendar with month, numbers, and year clearly printed.

Procedure:

1. Begin on the first day of the month, preferably September.
2. Let the children look at the calendar. Ask and discuss:
   a. "What is this." (a calendar)
   b. "What could be the name of this month?" (September, etc.)
   c. "Who knows what day of the week today is? Let's look and see. On our calendar Sunday is always on the left. Then comes Monday (point), Tuesday, Wednesday, Thursday, Friday, Saturday. So what is today?"
   d. "Who can find the first number of the month? What is it?" (one)
   e. Begin with the day of the week, then the month, and today's number.
   f. When children are familiar with the day, month, and number of the day, introduce the concept of year.

Activity 2:

Procedure:

1. Following your regular procedures, begin with the day of the week, then the month and today's number, then ask the children if they know what year this is.
2. Then ask them if they can find it on the calendar.
3. Tell them, "We sometimes add the year to the date when we say it. Let's add it to today's date."

Activity 3:

Procedure:

1. Line up five children.
2. Ask the children, "Who is first? second? third? fourth? fifth?"
3. "Who can find the first day on the calendar? The second? etc."
4. Tell them, "Sometimes we read the calendar with ordinal numbers. Let's read today's date that way." (October the fifth, 1981).

5. This concept should be correlated with math activities.
6. Introduction of ordinals to thirty-first.
    a. Line up your 31 counters so that all the children can see them.
    b. Tell the children, "Let's count these in a line. This will be the first one." (count the first through the thirty-first).
    c. Ask them, "Who can find the fourteenth on our calendar? the twentieth? etc."
    d. "How would we say today's date? (point) This date? etc."

Activity 4:

Materials and Preparation:
Book - *Mohja Means One*
Sample of Chinese Numerals 1-10

Procedure:
1. Read and discuss the book. Point out that numbers are pronounced differently in other languages, but they mean the same as our numbers.
2. Show and discuss the Chinese numerals for one through ten.

一	二	三	四	五	六	七	八	九	十
1	2	3	4	5	6	7	8	9	10

Extra Activities:
1. Contact the Bilingual/ESL Office (268-7805) for the names of the months, days of week, and numerals one through ten in various languages.
2. Bilingual children in your class could be encouraged to share the names of the days of the week, months, and numerals one through ten in their other language. Their parents or guardians could be used as resources to provide the information both orally and written.
3. Share the Chinese name for the year.

COMPARISONS OF CHINESE AND VIETNAMESE WITH ENGLISH

Numbers, Months, and Days of the Week

CHINESE		VIETNAMESE
第一	FIRST	THỨ NHẤT
第二	SECOND	THỨ NHÌ
第三	THIRD	THỨ BA
第四	FOURTH	THỨ TỪ
第五	FIFTH	THỨ NẮM
第六	SIXTH	THỨ SÁU
第七	SEVENTH	THỨ BẢY
第八	EIGHTH	THỨ TÁM
第九	NINTH	THỨ CHÍN
第十	TENTH	THỨ MƯỜI

CHINESE		VIETNAMESE
一月	JANUARY	THÁNG GIÊNG
二月	FEBRUARY	THÁNG HAI
三月	MARCH	THÁNG BA
四月	APRIL	THÁNG TƯ
五月	MAY	THÁNG NĂM
六月	JUNE	THÁNG SÁU
七月	JULY	THÁNG BẢY
八月	AUGUST	THÁNG TÁM
九月	SEPTEMBER	THÁNG CHÍN
十月	OCTOBER	THÁNG MƯỜI
十一月	NOVEMBER	THÁNG MƯỜI MỘT
十二月	DECEMBER	THÁNG MƯỜI HAI

CHINESE		VIETNAMESE
星期一	MONDAY	THỨ HAI
星期二	TUESDAY	THỨ BA
星期三	WEDNESDAY	THỨ TƯ
星期四	THURSDAY	THỨ NĂM
星期五	FRIDAY	THỨ SÁU
星期六	SATURDAY	THỨ BẢY
星期日	SUNDAY	CHÚA NHÂT

CHINESE		VIETNAMESE
一	ONE	MỘT
二	TWO	HAI
三	THREE	BA
四	FOUR	BỐN
五	FIVE	NĂM
六	SIX	SÁU
七	SEVEN	BẢY
八	EIGHT	TÁM
九	NINE	CHÍN
十	TEN	MƯỜI

Additional Language Experiences:

1. "What was yesterday? That day is over. What is today? Can you tell me what tomorrow will be?"
2. "How many days do we have to wait until (someone's) birthday, our field trip? etc.
3. "What is the first letter of our month? What sound does it have? What is the last letter of our month? What sound does it have? Who can read all the letters in the month?"
4. "How many days are in our month? How many days are left in the month?"
5. "What is the name of our next month? How many days are in the month? January? February? etc." You may want to have visual aids when you talk about the months as this is an abstract concept. Cards with the month and holiday pictures printed on them may help. The children may enjoy making or helping to make these cards.

Project 5: WEATHER WATCHING

Overview:

These activities are designed to be a part of the daily schedule and can be coordinated with calendar work in Project 4. Weather watching familiarizes the kindergarten child with the ever-changing weather.

Vocabulary:

Sunny, cloudy, foggy, rainy, snowy, clear, windy, hot, warm, cool, cold.

Materials and Preparation:

Calendar for the month
Signs for the weather:
windy sunny cloudy/foggy (snowflake) snowy (raindrop) rainy

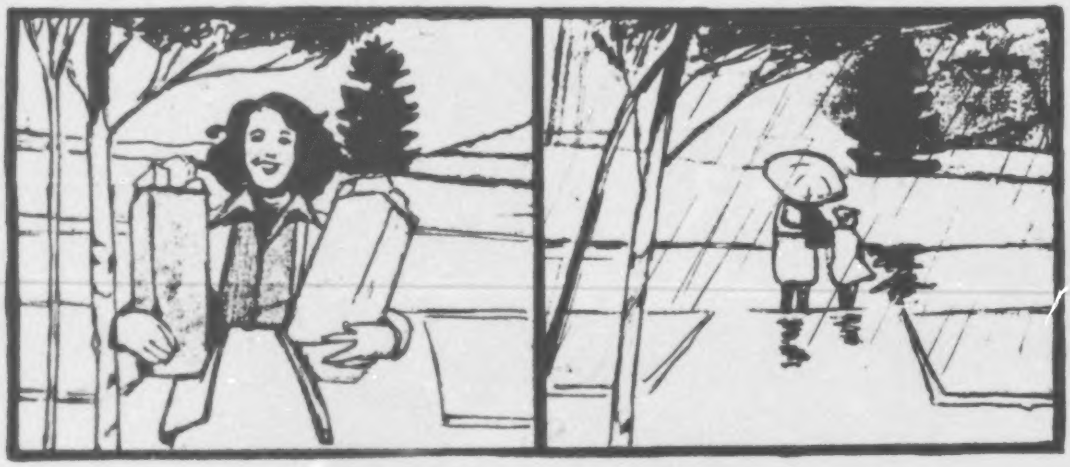
(Optional)
Words for the weather written on the signs
A sentence saying, "Today is (blank)" should be placed above or below the calendar.

Procedure:

1. Have the children grouped on the circle or rug.
2. Discuss what the weather was like on the way to school.
   Questions that can be included:
   "What does the sky look like?"
   "What kind of clothes did you wear to school today?"
   "What happened to the sun?"
   "Why are the trees moving?" "Dirt flying?"
3. After it is decided what the outside weather is like, have the weather watcher (and/or calendar reader) place the weather sign on the calendar or complete the sentence, "Today is (blank)."

Extra Activities:

Dress paper doll each day according to the weather.



CHANGES I SEE

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Books

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Adelson	All Ready for Winter	McKay
Adelson	Please Pass the Grass	McKay
Addis	All Together	Putnam
Anglund	Christmas is a Time of Giving	Harcourt
Anglund	Spring is a New Beginning	Harcourt
Birnbaum	Green Eyes	Capital
Blough	Soon After September	Harcourt
Brown	Pussy Willow	Simon
Craig	Spring is Like the Morning	Putnam
Duvoisin	Spring Snow	Knopf
Eberle	Robins on the Window Sill	Crowell
Fassler	My Grandfather Died Today	Human Services
Feelings	Mohja Means One	Dial
Foster	A Pocketful of Seasons	Lathrop
Fox	When Spring Comes	Reilly
Garelick	What's Inside	Scott
Gay	Nicest Time of the Year	Viking
Jupo	A Day Around the World	Abelard
Keats	Peter's Chair	Viking
Keats	The Snowy Day	Viking
Krauss	The Growing Story	Harper
Lenski	Big Little Davy	Walck
Lenski	I Like Spring	Walck
Lenski	I Like Winter	Walck
Milne	Now We Are Six	Dutton
Milne	When We Were Very Young	Dutton
Parker	Fall is Here	Golden
Parker	Spring is Here	Golden
Parker	Winter is Here	Golden
Spier	The Fox Went Out on a Chilly Night	Doubleday
Tresselt	White Snow, Bright Snow	Lothrop
Viorst	The Tenth Good Thing About Barney	Atheneum
Zolotow	My Grandson Lew	Harper

Flat Pictures

SMC	The Life Cycle of a Frog	Child's World
SMC	The Life Cycle of a Monarch Butterfly	Child's World
SMC	The Life Cycle of a Robin	Child's World

Sound Filmstrips

IMC FSR 0082	The Fox Went Out on a Chilly Night
IMC FSC 372.21	I Can II - Living Things
IMC FSC 582	The Life Cycle of a Tree
IMC FSR 0881	Over in the Meadow
IMC FSR 0913	Raindrop Splash
IMC FSR 0915	Sun Up
IMC FSR 0865	White Show, Bright Snow

Filmstrips (silent)

IMC	FS 1271	Autumn is Here	
IMC	FS 0884	The Snowy Day	
IMC	FS 1251	Spring is Here	
IMC	FS 1281	Winter is Here	
SMC		Exploring the Seasons	Imperial

Films

IMC	0906	Autumn Comes to the Forest
IMC	7872	Autumn Pastoral
IMC	1058	Changing Forest, A First Film
IMC	1404	Farm Family in Autumn
IMC	1587	Farms in the Spring
IMC	1588	Farms in the Summer
IMC	1050	Gray Squirrel (Spring to Midwinter)
IMC	0218	Little Rooster Who Made the Sun Rise
IMC	4271	Make Way for Ducklings
IMC	1553	Over in the Meadow
IMC	1040	Robin Redbreast
IMC	1840	The Snapping Turtle (hibernation)
IMC	1156	Snow, A First Film
IMC	1148	The Snowy Day
IMC	0905	Spring Comes to the Forest
IMC	0385	Winter Comes to the Forest
IMC	1152	Winter Ice, A First Film
IMC	0916	Where Does the Butterfly Go When it Rains

WHERE AM I?

Introduction:
This unit is intended to help the young child understand that a map is a picture. Positions, colors, shapes, and spacial relationships come together to form a familiar picture that has meaning. (Immediate surroundings will be the focus for study, our school room, and our school building. Each child learns to understand their environment as they work and play in it. They know where the crayons belong, where to get a book, where to hang their coats and how you enter and leave.) The transfer of knowing a place because it is familiar to you and knowing it because you read symbols on a paper or a globe is not an easy one. The following projects try to bridge that gap by bringing maps to a familiar level of interpretation.

Objectives:
Each child will:
1. Understand that a map is a picture.
2. Identify the globe as a model of the earth.
3. Discriminate land from water on the globe.

Projects:
1. Finding Our Way
2. Looking All Around Me
3. Looking At the Globe
4. Look Outside Our Window

Project 1: FINDING OUR WAY

Overview:

This activity is designed to introduce maps and mapping skills. For supportive activities on shape, color, and categorization, see Chapters 1 and 2 of the Kindergarten Science Guide - 1978.

Vocabulary:

Map, directions, reinforcing shapes, colors and positionals.

Activity 1:

Materials and Preparation:

Large box lid, 1' x 2'
Doll house furniture
Large piece of roll paper, 2' x 3'
Magic marker

Procedure:

1. Tell the children you are going to put together a doll house.
2. Talk about each piece of doll house furniture.
   "What shape does it have?"
   "Which is the biggest piece of furniture?"
   "How many chairs, tables, beds, do we have?"
3. Let the children take turns putting the furniture in the box lid. Ask them to describe where they are putting it, i.e. "By the table, by the wall, etc."
4. Put a piece of paper under the box lid and trace around the lid. When you remove the lid explain to the children that we are going to draw a picture of the doll furniture as we are looking down at it. Discuss. Together draw a picture of the room. Tell the children, "This picture is called a map. It will look as though you are flying above the room and looking down." Talk about the shapes you are drawing for each object, i.e. "What shape does the table have when we look down on it?"
5. When you are finished, take the furniture out of the box lid. By looking at your map, try to replace the furniture.

Note: If doll house furniture is not available, substitute other objects such as paper furniture, teddy bear counters, blocks. Keep in mind that children of other countries may not use furniture familiar to most households.

Extra Activities:

1. At a center, give the children a box lid and doll house furniture. Have map task cards with symbols depicting furniture placement. Let the children arrange the house various ways using the maps on the cards.
2. Let the children draw their own maps from the doll house arrangements they make. Encourage them to share these and remake them with a friend.

Activity 2:

Materials and Preparation:

Large piece of roll paper, approximately 3′ x 5′
Chalkboard, chalk, and chalk erasers
Magic marker to draw symbols of room objects on the paper

Procedure:

1. Talk to the children about their room.
   "What shapes do we see? Where?"
   "What colors do we see? Where?"
   "What do we see that is made of wood? metal? plastic?"
   "What is bumpy? smooth? rough? hard? soft?"
2. Ask the children to help you draw the room. Tell them that this picture will look as though they were flying above the room and looking down. You may want to spend a few minutes looking "down" on some room items. What does a chair look like from above? A table? A bookshelf? What shape are they? Which rectangle should be larger on the map, bookshelf or a table?
3. As the children suggest an item they see, have them come up to the paper and draw the shape it would appear to have if we looked down on it.
4. Let the children count the chairs, tables, shelves, etc. needed to complete the map. Encourage them to describe where each item should be placed (over by the window, between the door and your desk, etc). Ask for size relationships ("Should that table be smaller than the others? Do we have different chair sizes?" etc.)

Extra Activities:

1. Let the children color in the map.
2. Write a story about your room. Hang it by your room map and share it with other rooms.

Project 2: LOOKING ALL AROUND ME

Overview:
The purpose of this activity is to help the child discover the use of maps. A map is a picture. Maps help us "see" our environment.

Vocabulary:
Top, bottom, left, right, map, location, direction, Wichita, school name, (some classes may be ready for such concepts as north, south, east, west, horizontal and vertical).

Activity 1:

Materials and Preparaton:
Various maps of city from the map kit - Nystrom
Map pins
Yarn
Globe

Procedure:

1. Discuss with children the name of your city. Have Wichita printed in a prominent place. Ask, "Is it a large or small city?" "Have you lived in another city?" Discuss and locate on map or globe.
2. Discuss with children that we each live in a certain area of the city. Use map pins to locate on sketch map general area(s) where children live. Decide what part of the city this is. Tell children that north is at the top on a map and south at the bottom. West to your left and east to your right. Some children may be ready for these concepts. Spend the remainder of this session reviewing the vocabulary words, helping children to associate them with their current position.

Activity 2:

Materials and Preparation:
Copy of the Handwriting Book for each child (*Creative Growth with Handwriting* - Zaner Bloser)

Procedure:

1. Look at pictures on pages 2 and 3. Make comparisons of the two school communities. Decide which is more like your school community. Have children search for various items in each picture - make comparisons.

   flag pole
   bridge
   street vendor
   skyline
   churches
   fire escapes
   sidewalks
   ball diamond
   fish market
   playground
   apartment buildings
   fields
   smoke stacks
   etc.

   Help children discover the difference in school buildings - count how many stories in each.

2. Consider how children get to the two schools. "Where do the children live?" Does where they live make a difference in how they come to school?" Especially note the number of automobiles in the two pictures, then look for garages. "Where are the garages?" (where there are cars)
3. "Where do the children play?" Lead children to realize there are no front yards in the one picture, that children play on sidewalks. Discuss smoke and smog, the lack of trees, many people in surroundings in the one picture. Contrast this environment with the picture showing quiet, green countrysides, private dwellings, large yards, beautiful trees.
4. "Which picture makes your eyes feel more restful?" (Have children look at each picture a few seconds before answering).

Activity 3:

Procedure:

1. Discuss the different ways children come to school. (Handwriting Book, page 5, can be used to visualize three most popular ways). Using large detailed map of city, locate the school. Use colored yarn to lay out a common route to school from each direction. Name main streets as you attach yarn. Be sure to do this for those children bussed from other sections of the city. Children can compare distances traveled by length of yarn. Use a portion of this session to discuss safety rules in coming to and going home from school.
2. Use principal or bus supervisor, driver, etc. to discuss bus safety.
3. Discuss the idea that children from other areas may use different forms of transportation to get to school.

Activity 4:

Materials and Preparation:

Large poster sheet or bulletin board area
Symbol for a school building with school name
Pins or thumb tacks
Lengths of yarn
Boy/girl paper dolls
Name cards (3" x 5" size) with name of each staff person and building helper. Teacher may choose to include titles.

Procedure:

1. Discuss the need for many school helpers outside of the classroom.
2. Call attention to the poster. Place the school symbol in the center of the poster.
3. Ask children to name a school helper/staff person. As the person is named, attach one end of a piece of yarn to the school, stretch to the outer edge and attach an appropriate paper doll and name card. Discuss how this person is a helper.
4. Continue adding paper dolls and name tags for each school helper/staff person, forming a circle around the school symbol.
5. Culminate session with a discussion of how each child can help our special workers.

Activity 5:

Materials and Preparation:

Large sheet of roll paper (2 pages if 2-story school)
Magic marker
Permission, if needed, to walk in various halls

Procedure:

1. Refer to poster made in Activity 4. Review names and titles of helpers.
2. Tell children this poster only shows who these people are (and their titles). Say, "Today we are going to make a map that will help us find our way to the room or office of each of these helpers.
3. Organize children for walking in the halls. Plan the route so children can count how many doors they pass, when to turn right or left, stairways, halls, entrance doors, etc. As children walk and make their discoveries, teacher will take notes.
4. Return to classroom. Place sheet of paper on floor in front of children. Teacher will draw in the classroom and the door leading into the hall. Begin drawing the map as children give instructions. Make room off the halls for helpers/staff persons. Continue in the same manner as you walked.
5. Conclude session by adding the directions. Tell children that north is at the top of the map.

Note: If the school is more than one story, make separate sheets then stack them appropriately.

Activity 6:

Materials and Preparation:

Plastic drop cloth
Pointer

Procedure:

1. Place maps made in previous session on the floor. Cover with plastic drop cloth.
2. Tell children we're going to play a game with our maps. Select a child and tell him where you want him to go. He takes pointer and traces the route. Continue until each child has had a turn.
   Note: Allow children to walk on the map to get the "feel" of the concept you're teaching. Children might enjoy cutting pictures from magazines to represent the staff person in the various rooms. These can be pasted in place. Be sure to include the route used during fire drill.

Extra Activities:

1. An ongoing activity culminating from this unit could be the charting of all long trips made by children during the remainder of the school year.
2. Use a large map of the U.S. attached to a sheet of cork board. Using map pins, stretch yarn from Wichita to the most distant place visited.
3. Go on a treasure hunt in your school. Give verbal or written directions.

Activity 7:

Materials and Preparation:
Maps and plastic cover (See Activity 6.)
Notes to support personnel and building helpers
Envelope

Procedure:

1. Review Activity 6.
2. Say, "Today I'm going to send you on some imaginary errands to some of our school helpers. You're going to need to listen very carefully and think, or you may end up in the music room, asking for someone to replace a light bulb."
3. Teacher chooses a note and places it in an envelope, then calls on a child. "Eric, I need this note delivered. Would you please show us on the map how you would go from our room to the office."
4. When the child arrives, on the map, at what he believes is his destination, teacher goes to him and reads the note from the envelope.
5. Children decide if he is correct. If he has not followed directions correctly, teacher will retrace the route with him.
6. Repeat, using the various notes until all children have had a turn. Alter instructions in various ways, suitable to your situation.

Extra Activities:

1. Let each child make a map of his/her home area in a sandbox or in a tray filled with sand. Add paper or toy cars, houses, people, etc.
2. Make a 3-D map of a pretend city with small wooden blocks. Let the children describe it to each other. With a small toy car give directions to get from one spot to another.

Project 3: LOOKING AT THE GLOBE

Overview:
These activities are designed to help children become familiar with the globe and realize that the globe is a model of the earth which discriminates water and land areas.

Vocabulary:
Globe, water areas, land areas, model. Extra vocabulary that could be used - North Pole, South Pole.

Activity 1:

Materials and Preparation:
A globe

Procedure:
1. Show the globe to the children. Tell them its name and that it is a model of the earth.
2. Ask them:
   "What is the shape of the globe?"
   "Why do you suppose it is a sphere?"
   (Some children may volunteer that the earth is round. If not, explain this fact to them and that the globe is a model of the earth.)
3. Point to the water areas and ask the children, "What color is this? Why do you think the color blue is on the globe?"
4. Now point to the land areas and ask, "What colors do you see here?" "What do you think this part of the globe is?"
5. "What shapes do you see?"

Alternative Discussion:
1. Point to the top of the globe, North Pole, and ask, "Does anyone know what this is on the globe?" (Some may say, "That's the North Pole where Santa Claus lives.")
2. Point to the bottom of the globe and ask, "Does anyone know what this is called if the top of the globe is the North Pole?"

Activity 2:

Materials and Preparation:
A globe
A story about a different country

Procedure:
1. Review the globe: its shape, land areas, water areas (optional: North Pole and South Pole)
2. Show the children where Kansas is located on the globe. This will give them some idea of where they are in relationship to the earth/globe.
3. Read book and locate the country contained in the story.
4. Compare its location to the location of Kansas.

Project 4: LOOK OUTSIDE OUR WINDOW

Overview:
As the children look at and describe pictures of different regions in the United States and other countries, they will identify their own environment. It is important to understand that various areas will reveal different terrains and thus different lifestyles. This activity may be especially interesting as you celebrate Kansas Day.

Vocabulary:
Mountain, valley, river, plains, forest, ocean, lake, stream, waterfall.

Activity 1:

Materials and Preparation:
Three or four large scenic pictures of America, or areas familiar to children
Toy phone (extra)

Procedure:

1. Show one of the pictures at a time. Ask the children, "What kind of plants do you see? Is the ground flat? Bumpy? Rocky? What kind of animals live here? Do you see any water? Do you think it is cold? Cool? Warm? Hot? Have you ever been to a place like this before? Would you like to live here?"
2. Lay the pictures out together. Ask the children, "Which picture looks like where we live? Encourage the children to look out the window and compare the pictures on the floor.
3. Make three or four statements that categorize our environment, "We don't have mountains. We don't have oceans. We do have rivers. We have farms."
4. Pretend you are talking on a phone to someone who has never been to Kansas. Describe what you would see in Kansas.
5. Read the book, What Would You See? or another listed.

Extra Activities:

1. Line up your chairs for a pretend train trip through Kansas. Take turns sharing "what you see."
2. Make a mural of "what you see outside your window." Use paint, cut and paste magazine pictures, or make it 3-D with clay and small figurines.
3. Write your own story to complement your mural.
4. Have each child draw "what is outside his/her window," label them with comments, attach and make your own book. Share it with other classes.

Extra Activities:

1. Read stories from various countries and locate the countries on the globe.
2. Have the librarian locate bilingual books for reading.
3. Encourage parents from other cultures to come and tell folktales from their countries. Locate the area on the globe.
4. Check and see if children have books in other languages they can share.

Where Am I?

Bibliography

Books

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Ayer	A Wish For Little Sister	Haprer
Behrens	Soo Ling Finds a Way	Golden Press
Bergere	Paris In The Rain With Jean and Jacqueline	McGraw-Hill
Brown	Wheel On The Chimney	Lippincott
Bulla	The Poppy Seeds	Crowell
Carlson	Listen and Help Tell The Story	Abingdon
Cromwell	Finger Frolics	Partner Press
Diska	Andy Says Bonjour	Capp
Dobrin	Toro and The Sea Turtle: A Tale of Japan	Coward
Du Bois	Otto In Africa	
Ets	Gilberto and The Wind	Viking
Ets	Nine Days to Christmas	Viking
Fatio	The Happy Lion In Africa	McGraw-Hill
Feelings	Jambo Means Hello	Dial
Flack	The Story About Ping	Viking
Francoise	Biquette The White Goat	Scribner
Francoise	Chouchou	Scribner
Francoise	Minou	Scribner
Francoise	Spring For Jeanne Marie	Scribner
Freed	TA For Tots	Jalmar
Glazer	Eye Winker, Tom Tinker, Chin Chopper	Doubleday
Grayson	Let's Do Fingerplays	
Hopkins	This Street's For Me!	Crown
Howell	A Crack In The Pavement	Atheneum
Johnson	What Would We See?	Pheasant
Joslin	Baby Elephant Goes To China	Harcourt
Krauss	The Big World and The Little House	Harper
Liang	Tommy and Dee Dee	Oxford
Lifton	Joji and The Amanojaka	Norton
Lifton	Joji and The Dragon	Norton
Lifton	Joji and The Fog	Norton
Ray	A Train To Spain	Knopf
Rinkoff	A Map Is a Picture	Crowell
Schlein	City Boy, Country Boy	Children's Press
Scott	Rhymes For Fingers and Flannel Boards	McGraw-Hill
Shortall	Eric In Alaska	Morrow
Titus	Anatole Over Paris	McGraw-Hill
Weise	Fish In The Air	Viking
Yashima	Momo's Kitten	Viking

Textbook

	Creative Growth With Handwriting	Zaner-Bloser

Flat Pictures

SMC	A City Is...Washington D.C.	Day
SMC	Map Symbols and Geographic Terms	Nystrom
SMC	A Nation of Cities	Scholastic
	The Midwest	Fideler
	The Northeast	Fideler
	The South	Fideler
	The West	Fideler

Kits

Round As a Pancake	0136
The Wing On a Flea	FSR 0907
Maps Show The Earth	(in many schools)

Teacher Resources

Carlson	Listen and Help Tell The Story	Abingdon
Cromwell	Finger Frolics	Partner Press
Freed	TA For Tots	Jalmar
Glazer	Eye Winker, Tom Tinker, Chin Chopper	Doubleday
Grayson	Let's Do Fingerplays	
Scott	Rhymes For Fingers and Flannel Boards	McGraw-Hill
	50 Multi-cultural/Human Relations Experiences	Seattle Public Schools
	50 Human Relations Activities	Seattle Public Schools

These records can be ordered from your budget catalogue:

- Creative Movement and Rhythmic Expression, Hap Palmer
- Everybody Cries Sometimes, P. Zeitlinn and M. Berman
- Ideas, Thoughts and Feelings, Hap Palmer
- Learning Basic Skills Through Music, Vol. I and II, Hap Palmer
- Movin', Hap Palmer
- Self Expression and Conduct-Yellow, Humanities
- Songs of Safety, F. Luther
- What Will I Be When I Grow Up?, J. J. Dicerto

Films

Safety After School 0687

Filmstrip

Introduction to Use of Globe, Map, Atlas (Teacher's use) Library Filmstrip Center

800 numbers for Bilingual/English As A Second Language Information:

National Bilingual Clearinghouse - 1-800-336-4560
Indochinese Clearinghouse - 1-800-424-3750

Bilingual/ESL Programs, Wichita Public Schools
Graciela Barrera, Coordinator
Educational Services Building
640 North Emporia
Wichita, KS 67214
268-7805

Murdock Teacher Center (MTC)
Allen Mills, Director
670 North Edgemoor
Wichita, KS 67208
682-1565

Instructional Materials Center (IMC)
Dr. Benny Wolfe, Director
3850 North Hydraulic
Wichita, KS 67219
832-1211
832-2350 Film Reservations

System Media Center (SMC)
Crystal McNally, Director
1847 North Chautauqua
Wichita, KS 67214
268-7711

Museum Programs
Dr. Gordon Davis, Coordinator
Educational Services Building
640 North Emporia
Wichita, KS 67214
268-7752

Career Education
Educational Services Building
640 North Emporia
Wichita, KS 67214
268-7780

SOCIAL STUDIES GRADE ONE CURRICULUM UNITS

The following activities are divided into four units:

- People Live In Families
- The School Community
- Families' Needs and Wants
- Families and Places

The units may be taught in any order or parts of units may be taught simultaneously. It is not necessary to teach all activities in each unit. However, overall unit objectives must be met through the activities chosen. Careful selection of the activities taught is very important.

When a reference is used for a resource, the following codes will be used to aid in locating the materials:

MTC - Murdock Teacher Center
IMC - Instructional Materials Center
SMC - System Media Center

The following centers are excellent sources for obtaining materials and information:

School Library Media Center at your own school	
Murdock Teacher Center	670 N. Edgemoor, 682-1565
System Media Center	1847 N. Chautauqua, 268-7711
Instructional Materials Center	3850 N. Hydraulic, 832-1211 Film Reservations, 832-2350
Bilingual/ESL Office	Educational Services Building 640 N. Emporia, 268-7805
Office of Museum Programs	Educational Services Building 640 N. Emporia, 268-7752
Career Education Office	Educational Services Building 640 N. Emporia, 268-7780

PEOPLE LIVE IN FAMILIES

Introduction:

The teacher must be aware of the various compositions of family units represented by the children in the class. Each activity in this unit must be structured so that each child's family is represented.

The family provides children with food, clothing, and shelter. The family provides a base for learning. It plays an important role in shaping the lives, attitudes, beliefs, and values of young people. There are various types of family units, each unique in its own way. All family members have roles and must accept and appreciate their family as a whole. There must be cooperation, rights, and rules and responsibilities within the family structure. Families change socially and physically. Families learn from each other through customs, traditions, and life styles. Morals, habits, skills, and values are also shared and learned within a family.

Objectives:

1. Students will identify the family as a group of people who help solve problems, and will indicate an awareness that some problems can be solved individually, but that others require help from parents and other adults.
2. Students will recognize the fact that family members have many different roles and responsibilities within the family unit.
3. Students will explore ways in which family members share and cooperate.

Vocabulary:

Family, children, wife, husband, mother, father, aunt, uncle, sister, brother, grandmother, grandfather, parents, anger, selfish, conflict, goal, love, fair, behavior, attitude

Send the following letter home with children. The letter will serve as an introduction to the social studies unit and provide useful information for the activities that follow.

Dear Parents,

This year our class will be learning about families. We would like to ask for your help in providing some information about your family. Please tell your child something about his grandparents, aunts, uncles, and other relatives. If possible, use family pictures to help your child to better understand your family. It would be a great help to us if your child could share some of these pictures with our class. We will be asking for specific pictures to be shared during the school year.

Please help our class with the following information about your family. Detach the questions and send them to class with your child. Thank you for your cooperation.

- -

Child's Name:

1. Please list the adults and children (include ages) living with your family.

2. Are grandparents living in your home? If not, tell where grandparents live.

3. Are other family members (siblings or parents) living outside the home?

Activity 1: Differences and Likenesses
To reinforce the idea of families sharing physical characteristics, make a bulletin board using family photographs. Ask parents to send recent family photographs. As students bring pictures, give them an opportunity to share the picture with the class. Label the pictures with child's name when they are placed on the bulletin board. Point out such things as: hair color, eye color, skin color, body sizes, etc. Some traits will not readily be seen in photographs, but students in room should be able to share the likenesses and differences, such as eye color or mannerisms.
NOTE: Children who are adopted or have step parents may be sensitive about discussing obvious physical differences.

Additional resource:
MTC FSC Understanding Changes in the Family - We're Adopted

Activity 2: TV Fun
On a piece of 9 x 12 drawing paper have each child draw a picture of all their family members that live in their home. Add the names of family members as directed by the child. Put the street address at the top of each picture. Tape all the pictures together and put on rollers (paper towel) to go across a TV screen (made from a box).

Activity 3: Things We Do To Help
There are certain activities that must be performed to enable a family unit to function smoothly. As the children identify some of these activities write them on the chalkboard. (grocery shopping, cooking, yard work, carrying out trash, laundry, earning money) Allow children to discuss who assumes these responsibilities within their family. Help the children reach the conclusion that everyone must work cooperatively to enable the family unit to function.
CAUTION: Be careful not to stereotype certain household responsibilities.

Additional resources:
SMC FP A Family at Work and Play
SMC FP My Family-My Home
SMC FP The Family

Activity 4: Who Does What?
Discuss and make a chart of the kinds of work family members do at home, such as empty the trash, launder the clothes, feed the pets, vacuum the floor, cook the food, etc. Make a list of who does each job. Note that each family member is a specialist because it is more efficient. (Take dishwashing as an example. What would happen if everyone did his/her own dishes? What if everyone chose the same time? Could everyone in the family reach everything? Who would wash the pots and serving dishes? How does your family organize dishwashing?) Make a book showing each family member's job. You may wish to read the story of "The Little Red Hen" to illustrate the steps involved in production and job sharing.

Activity 5: I'm a Helper
Prepare a calendar chart for each child. Caption the chart with "This week I am going to (blank) each day." The blank in the sentence should be filled in with the appropriate home responsibility chosen by the child. A note from the teacher should go to the parent with the chart requesting guidance in marking the chart each day the responsibility is completed by the child. The chart

should be returned to school at the end of the week. The charts should be self-evaluated with the child and the teacher, and not compared with other charts. A space for parental comments should be included on the chart. A sample take-home sheet is provided at the end of this unit.
An alternate activity would be to make "promise books." Each child makes a "promise" on each page of his/her book - written and illustrated. As children fulfill their promises at home, they will tear out that page to give to parent(s), like paying a bill.

Activity 6: Fun With My Family
Compile a list of favorite family recreational activities on the chalkboard as the children share with the class. Examples might be swimming, watching TV, playing soccer or cooking. Have children role play some of these activities.

Activity 7: Working Together At Home
Have children draw pictures of a family member or members working in their home. Below the picture print the job description of the work as the child dictates (kind of work, place in the house, tools used, etc.). Make a class book of the pictures and place on the library table. People work together to get things done faster.

Ask the children to name jobs their families can do together. Guide the discussion to obtain descriptions of how the family members help in getting the job done. Encourage the child to tell what she or he does to help. Have the children collect pictures of families working together and put them on the bulletin board. Ask the children to discuss what each member in the picture is doing to assist the family in accomplishing the task.

Activity 8: Changes In My Family
Sometimes family compositions change and the responsibilities of family members change too. "Have you had a new baby at your house? Did an older brother or sister leave home? Did a member of your family get a new job?" Let children discuss any of these events that might have happened in their families and how it changed the responsibilities of family members.

Additional Resources
MTC FSC Understanding Changes In The Family - Not Together Any More

Activity 9: Conflicts and Resolutions
Let children relate the types of conflicts they deal with such as bedtime, eating food they don't care for, fussing with brothers and sisters. How are these conflicts usually resolved? Role play some of the situations.

Additional Resources:

MTC, SMC	FSR	Brothers, Sisters, Feelings and You
SMC	FSR	First Things - You Promised

Activity 10: I Care About Others
To enhance the understanding of mutual concern for family members, give each child a 12 x 18 piece of drawing paper. Divide the paper in the middle. Instructions to the child would be: Draw a picture on one side of the paper showing something you did to help a member of your family. On the other side, draw a picture of a member of your family doing something to help you.

Additional resource:
MTC VTC 0567 Good Citizen

Activity 11: Past and Present
Talk with the total class about the meaning of the terms past and present. Guide the children to an understanding that past means events that have already taken place. The past could be long ago when you were a baby or as recent as last summer. This discussion should allow children to verbalize activities of past and present to be sure they understand the concepts. Students may want to draw pictures of things that they could not do in the past, things they can do now, and even things they will be able to do in the future.

Activity 12: Past and Present Pictures
Have the class cut out magazine pictures which represent past and present. Discuss the collection of pictures and paste them on large sheets of paper which have been labeled "Past" and "Present."
NOTE: To first grade students the past might be represented by riding a tricycle, wearing diapers, sitting in a highchair, etc.

Activity 13: Who Am I
Help children realize that as they grow they are different than they were in the past. Discuss tasks they can now do for themselves that someone else had to do for them in the past. Examples might be tying shoes, getting a drink, dressing, or riding a bike.
Have each child bring a baby picture and a picture of how they look now. Play a guessing game "Who Am I?" and let the children match the baby picture to the recent picture.

Activity 14: Growing Up
Use a set of photographs to depict the growth continuim for one person. The pictures should show several different ages of the person from childhood to adult. Arrange the pictures in chronological order. Discuss how the roles and responsibilities of the person changed as the person grew older. Have the children relate what they think would be appropriate roles and responsibilities for each age group shown in the pictures. Encourage the children to establish the relationship between the ages of the people in the pictures, and their own, their brothers and sisters, parents and grandparents. Help children reach an understanding that as children grow and become adults so do the roles and responsibilities one assumes.

Activity 15: Parents Were Little Too
Help children realize that their parents were once children just their age. Have the class decide on several questions they would like to discuss with their parents about their childhood such as:
"How did you celebrate your birthday when you were little?"
"What games did you play?"
"What did the family do for fun?"
"What are some of the things you did as a child that are different than what I do?
The questions could be copied from the chalkboard and taken home. Each child could report back the next day about their interview with parents. A sample letter has been included at the end of this unit.

Activity 16: Now and Then
Invite a parent, grandparent, or older citizen to visit your classroom and bring old pictures, books, report cards, etc. from childhood. The guest could tell about how he/she went to school, favorite games played and other interesting information about when the guest was young.

Activity 17: My Family and I
Use this activity to encourage role playing, including conflicts and job sharing. Provide a manila folder for each child. Trim corners to look like the roof of a house:

The child can decorate the front of the folder according to the design of his/her own living quarters. Open the folder and insert two pages of folded newsprint. Have the children cut out magazine pictures or draw pictures of rooms in their house. (You may limit to 4 rooms.) Cut out pictures or draw family members and glue to popsicle sticks. Store stick puppets in a book pocket in folder. Use the folders throughout the year for puppet shows. The activity takes 3-4 lesson periods.

Activity 18: Word Search
Use some of the vocabulary words listed on the introduction page for a word search game:

a f m u n c l e

b g o b c d m o

f a t h e r b s

c u h b p l r m

d n e r x v b c

e t r m y o o v

Find these words: mother, father, aunt, uncle

See bibliography for additional resource materials.

People Live In Families
Activity 5

Dear Parent(s),

We are discussing our responsibilities in the family. Please help your child mark the chart with a happy face each day the chosen task is completed. Return the chart Friday if completed, or the following Monday. Thank you for your encouragement!

NAME:

This week I am going to

each day.

Monday	Tuesday	Wednesday	Thursday	Friday

Parent's Comments:

People Live In Families
Activity 15

Dear Parents,

We are learning about families in the past. We would like to know about you when you were a child. Below are some questions your child would like to discuss with you. Your child will report back to the class tomorrow.

Thank You

1. What games did you play?

2. How did you get to school?

3. How did you celebrate your birthday?

4. What did your family do for fun?

5. How did you help at home?

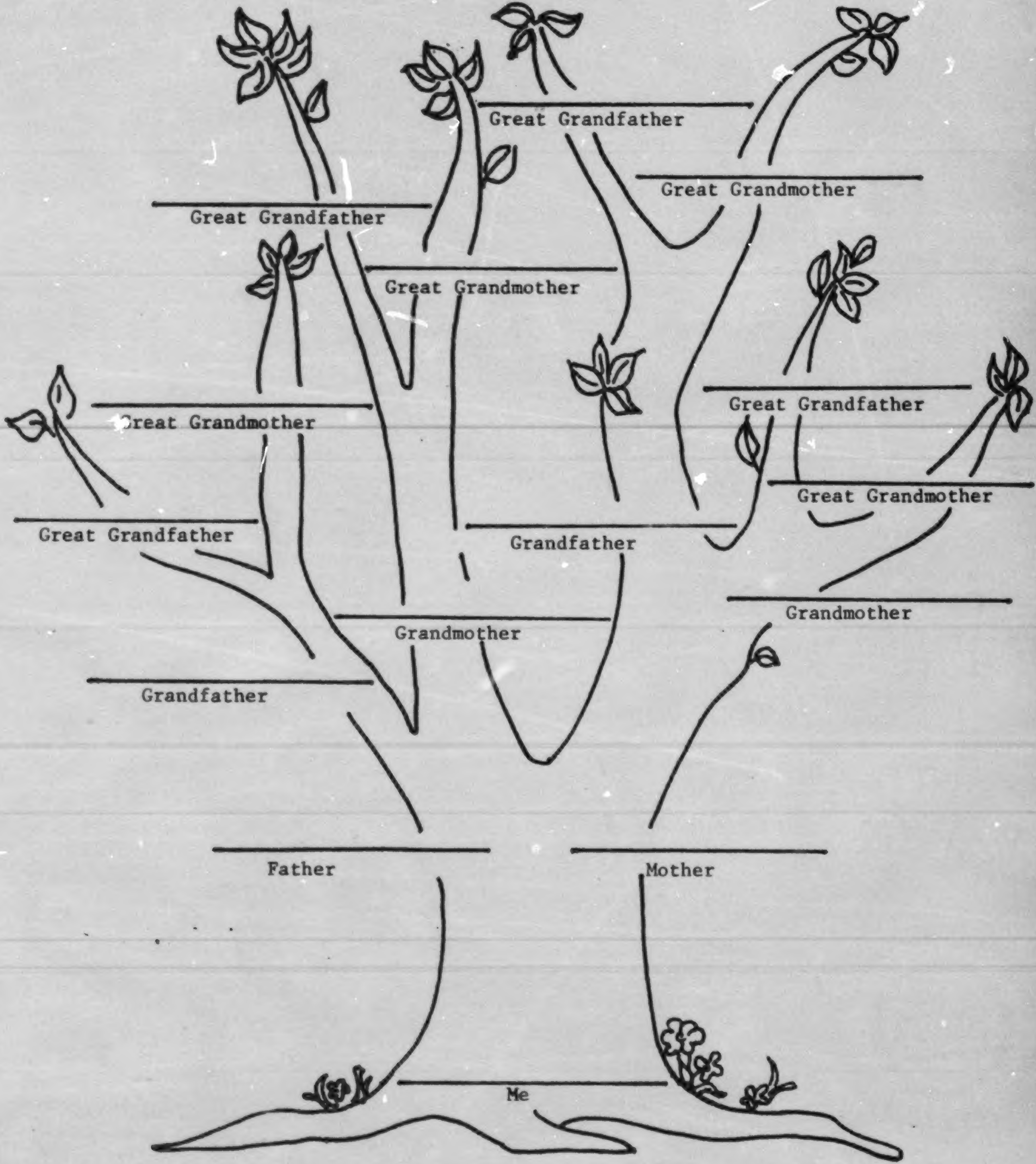
6. What was your favorite school work?

7. What was your family car?

Name ____________________

MY FAMILY TREE

Fill in this tree with the names of your family.


Great Grandfather
Great Grandmother
Great Grandfather
Great Grandmother
Great Grandfather
Great Grandmother
Great Grandmother
Great Grandfather
Grandfather
Grandmother
Grandmother
Grandfather
Father
Mother
Me

PEOPLE LIVE IN FAMILIES

Bibliography

Books

Alexander	Noise In The Night	Rand
Buckley	My Sister and I	Lothrop
Duncan	Giving Away Suzanne	Dodd
Freeman	The Night The Lights Went Out	Viking
Raynor	This Is My Father and Me	Whitman
Schlein	Laurie's New Brother	Abelard
Trent	To Church We Go	Follett
Zolotow	Big Brother	Harper
Zolotow	Big Sister and Little Sister	Harper
Zolotow	Mr. Rabbit and The Lovely Present	Harper

Flat Pictures

SMC	Families	Fideler
SMC	A Family At Work and Play	SVE
SMC	A Family Is...	Day
SMC	The Family (Schools, Families and Neighborhoods	Field
SMC	My Family - My Home	Bowmar

Sound Filmstrips

MTC	Animal Families	National Geographic
SMC-MTC	Brothers, Sisters, Feelings	BFA
SMC	First Things	Guidance Associates
	You Promised	
	The Trouble With Truth	
MTC	The Importance of Being You	BFA
	You Are Somebody Special	
	Who's Who In Your Family?	
	Who Are Your Friends?	
	Your Feelings	
SMC	Two Sides To Every Story	Imperial
	Have You Felt Hurt	
	Have You Wanted To Be Alone?	
	Is Anyone To Blame?	
	A Place In The Family	
SMC-MTC	Understanding Changes In The Family	Guidance Associates
	Little Brother, Big Pest	
	What's A Family	
	Not Together Anymore	
	Playing Dead	
	We're Adopted	
IMC FSR 0372	Zoo Families	

Filmstrips (Silent)

SMC	How Do You Feel About Your Home and Family	Imperial

Video Tape Cassettes		
IMC VTC 0567	Good Citizen	
Activity Cards		
MTC	The Values Corner: An Independent Learning Center	Winston

Teacher Resources:

Books		
Cihak MTC	Games Children Should Play	Goodyear
Farnette MTC	People Need Each Other	Incentive
Recordings (Tape)		
MTC	Classroom Techniques and Teacher Suggestions	
MTC	Understanding the Child's Experience of Divorce	
Kits		
MTC	Duso Kit K1 Understanding Self and Others	Dinkmeyer
Freed MTC	TA For Tots	Jalmar

THE SCHOOL COMMUNITY

Introduction

Each person must learn to work and play democratically within a group. Each person must learn to respect the rights of others. In the first grade, children engage in many activities that help each child develop and practice the skills of living in a democratic society.

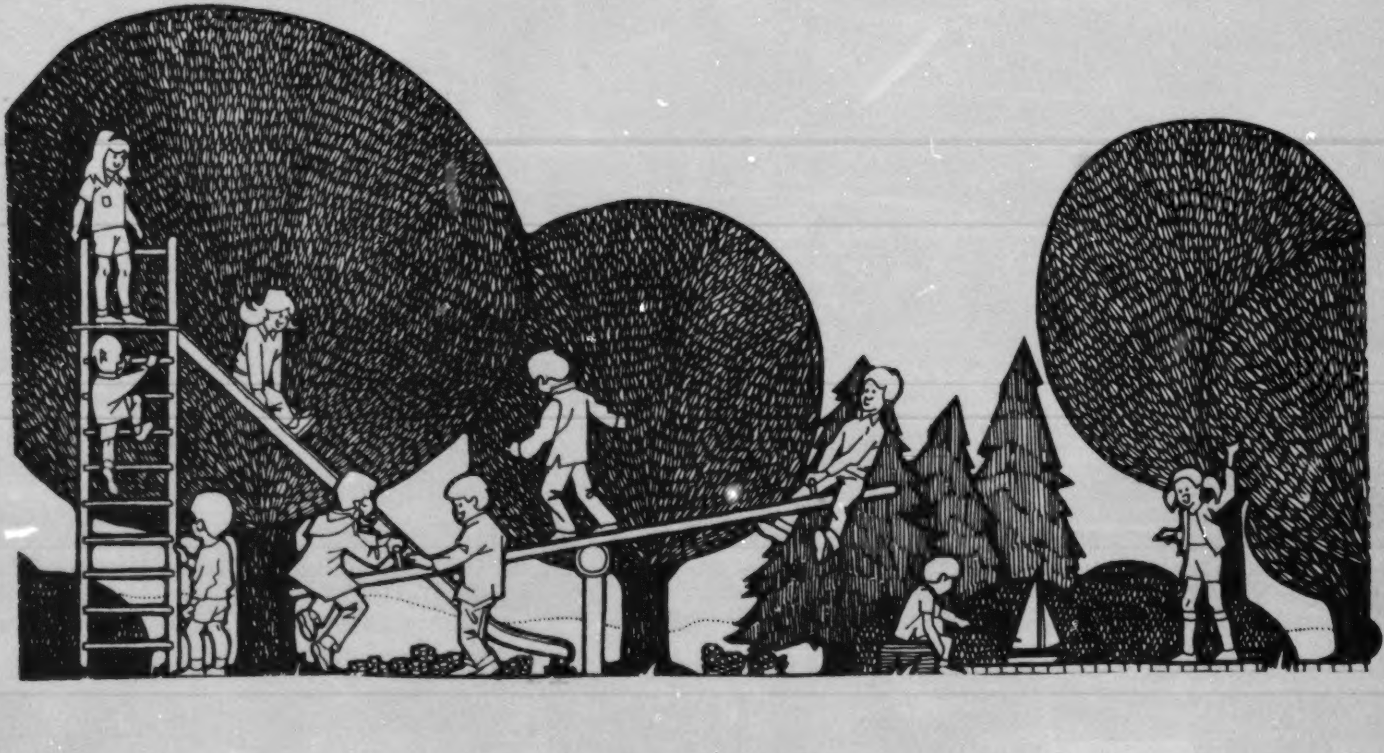
Objectives:

The pupil will:

1. Develop an understanding of how people receive and give support to each other.
2. Recognize the abilities of individuals as they pertain to roles in the classroom and in the school community.
3. Examine the roles of various people within the school community.
4. Recognize that cooperation is important to the class as a whole and that each class is a contributor to the school.
5. Become aware of individual rights and responsibilities within the school community.
6. Examine the likenesses and differences of schools in the present and the past.

Vocabulary:

Citizenship, safety, cooperation, respect, responsibility, rules, laws, secretary, custodian, principal, plumber, repairman, teacher, student, school, friend, electricity, energy, warm fuzzy, employed, unemployed, employees.



__Activity 1:__ Exploration Party
Organize the class into small exploration parties to learn about parts of the school: the principal's office, custodian's room, etc. Ask each staff member to come to the classroom to pick up their assigned group and guide the students by pointing out materials and tools needed to carry out their work. Older students, if given previous direction, could act as guides. Students should be instructed by the teacher to observe things they find in these different work areas so they can draw them later. When the children return to the classroom, have them draw pictures of their observations or cut out magazine pictures. Use these pictures on bulletin board or flannel board and have children match objects to each worker within the school.

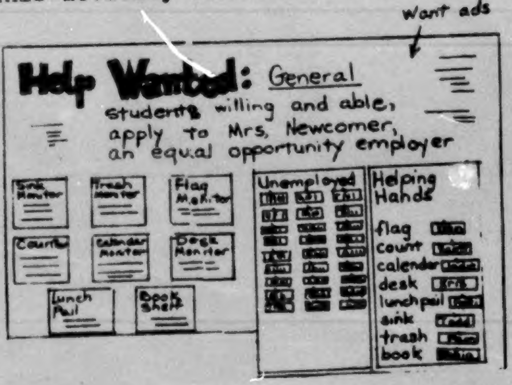
__Additional Resources:__
SMC FSR __Knowing Our Schools__

__Activity 2:__ What Do You Do?
Have each child write a letter to one of the school personnel asking about the nature of his/her job. The reply could be through a letter or a visit to the class.

__Activity 3:__ Sharing Responsibilities
To illustrate the need for everyone in the classroom to do his part in order to have a good classroom, ask the children to look around the room following an activity period. Has each one accepted his responsibility to clean up his work area? What things have not been done? The children could answer with pantomime or discussion. Give them the opportunity to do those things they "forgot." Repeat this activity whenever necessary.

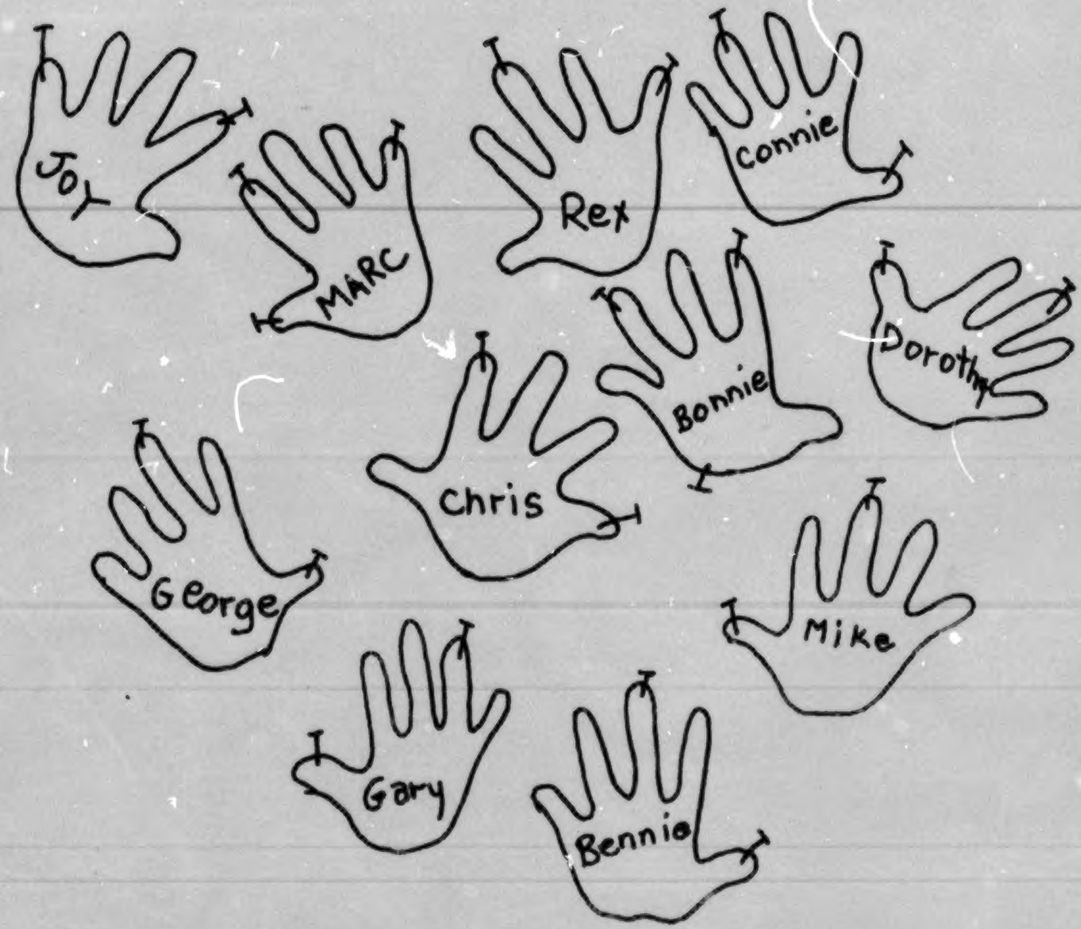
__Activity 4:__ The Custodian
Arrange to have the custodian leave the room uncleaned or leave some task undone. Discuss what happens if one specialist in an interdependent community does not do his/her job. "Specialization" requires that all workers do their jobs.

__Activity 5:__ Equal Opportunity Employer
Make a help wanted bulletin board mounted on newspaper want ads. (See sketch below.) Describe the specialized tasks needed to maintain your classroom. Have students fill out simple job applications requiring name, date, address, job they are seeking and previous experience. Students' names are posted under headings "Unemployed" and "Employed." An extension of this activity could be to start a classroom economy and pay employees. This activity could also be used with the unit on Families' Needs and Wants.


Want ads
Help Wanted: General
students willing and able, apply to Mrs. Newcomer, an equal opportunity employer
Sink Monitor
Trash Monitor
Flag Monitor
Counter
Calendar Monitor
Desk Monitor
Lunch Pail
Book Shelf
Unemployed
Helping Hands
flag
count
calender
desk
lunchpail
sink
trash
book

Activity 6: Helping Hands

Make a bulletin board using the outline of each child's handprint. Label the bulletin board "Helping Hands Make a Good Year" or "Helping Hands are Happy Hands."


JOY
MARC
Rex
connie
Dorothy
Bonnie
Chris
George
Mike
Gary
Bennie

Activity 7: Riddle Fun

Read some riddles to the class and have them try to guess who or what each riddle is talking about. The children may also want to make some of their own.

Sample Riddles:

I like to show children
What to do.
I teach math
And reading too.
Who am I? (teacher)

We go to school
and learn to read.
Extra help
We sometimes need.
Who are we? (students)

We're part of the team
And we like to play.
Sometimes we have homework
At the end of the day.
Who are we? (students)

I was a teacher
But now I'm not.
I lead the team
And help a lot.
Who am I? (principal)

I like to sweep
And shine the floors.
I'm the one
Who locks the doors.
Who am I? (custodian)

I clean the windows
And check the heat,
And try to keep
The building neat.
Who am I? (custodian)

I check your eyes
And see what you weigh.
I hope you are healthy
Every day.
Who am I? (nurse)

For all school work
I'm the place.
Inside me
There's lots os space.
What am I? (school building)

Activity 8: Getting Along

The following kit contains 5 filmstrips and cassettes related to making friends and getting along with others in the school environment and could be used throught the year.

MTC, IMC Kindle Series Unit 3, Getting Along

1. It's Mine
2. Sticks and Stones
3. Will You Be My Friend
4. Smiles Don't Just Happen
5. I Don't Care Anyhow

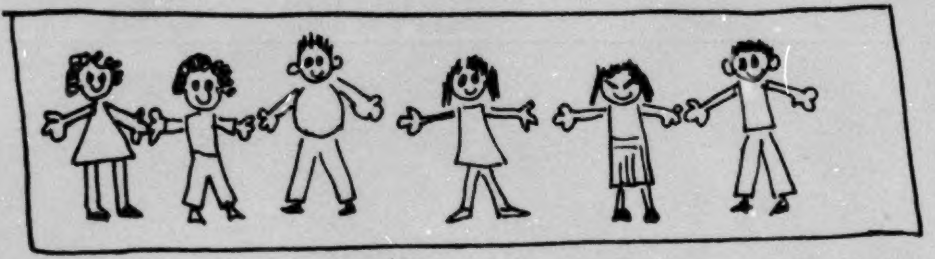
Activity 9: Warm Fuzzies

Encourage students to say and do things that make others feel good. Set aside a time to give each other "warm fuzzies" (smiles, compliments, pat on back, helping hand, etc.)

See Kindergarten Social Studies Unit, How I Feel "Categorizing Feelings" for more warm fuzzies information. T.A. for Tots by Alvyn Freed is available at MTC and provides more information on warm fuzzies.

Activity 10: Make Room for Others

Have the children draw only their heads and faces approximately life size. Cut these out and paste them randomly on a large sheet of mural paper. After the pictures have been pasted in place, have the children add their bodies to the picture. They will find that they will have to shape them around the heads of the other children.



Discussion: How did you feel when the picture of someone's head was in the way of the place where you wanted to draw? How do our bodies look in the picture now? Draw out the fact that the people seem very squashed together. Point out that these bodies seem quite involved with one another. Explain that, in the real world, we are always reacting with others and that we must learn to get along and accept others as they are, but that we can try to change ourselves.

Additional Resources:

IMC	Film 1080	Evan's Corner	
SMC	Book	Evan's Corner	Hill, Elizabeth

Activity 11: Rules Help Us

Discuss with the class the importance of rules and laws. Ask students "How do rules help us? What would the classroom be like without rules? What rules would you like to change?" With the class make a list of positive class rules. Discourage the use of negative words like "don't." Guide the student toward positive responses. Suggest rules which will cover several behaviors such as "We will respect the rights of others" instead of several specific rules on hitting, stealing, name calling, etc. Keep the list of class rules and add to them as needed throughout the year.

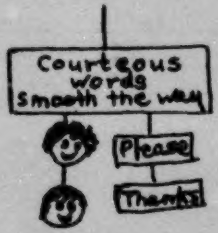
Additional Resources:

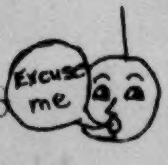
SMC	FSR	First Things-What Do You Do About Rules
SMC	FS	How Do You Feel About School

Activity 12: Courteous Words-Mobiles

To learn the importance of expressing respect for other people, the children can make mobiles. This can be a visual reminder as well. Use poster board, paper plates, yarn, dowels, scissors, crayons, etc.

Examples


Courteous words Smooth the way
Please
Thanks



Activity 13: Courtesy Ratings

When people are courteous they are polite and considerate of others. Read aloud the following situations (or make your own) and ask students to give a "courtesy rating" of good, fair, or poor, and their reason.

Examples:

1. Millie's friend was absent from school so Millie called her to find out how she was feeling.
2. Several of Karen's classmates wanted her to join the group. "Karen, Karen!" they called over and over again. Karen really didn't want to play, so she just looked the other way and pretended she did not hear them.
3. Mark realized he was going to be late to his friend's birthday party. He called his friend to say that he was sorry and would be there as soon as possible.
4. Michael was in a rush to get home. Running along the sidewalk, he accidentally pushed a little boy. The little one fell down and started to cry. Michael yelled, "I'm sorry," and ran on home.

Additional Resources:
SMC FSC Dealing With Feelings
1. How Do You Feel
2. People Are Not For Hitting
3. Let's Not Laugh At People
4. Mistakes Can Help Us Grow

Activity 14: Picking Pals

Use the following examples (or make your own) for a discussion about friend selection. Ask questions like -

1. Would you choose (Barb.) to be your friend? Sam? Sue? Gary?
2. Why or Why not?
3. What advice could you give to (Barb) for improvement? Sam? Sue? Gary?

BRAGGING BARB Barb thinks she is the best, and she always tells everyone how great she is. Whenever her friends tell her about something good about themselves, Barb brags, "That's nothing! Let me tell you about me..."

SHY SAM Sam is so shy that he won't even look at his friends when they talk to him. He rarely talks, and when he does, he speaks in a very soft voice that can hardly be heard. Sam seems to be afraid of everything. He never joins in games and usually stays off by himself.

STUBBORN SUE Sue always thinks she is right, and she only want to do things her way. Even when Sue is wrong, she won't admit it.

GLOOMY GARY No matter what happens, Gary always has a frown on his face. He never seems to enjoy anything.

Additional Resource:
SMC Buckley, Five Friends at School

Activity 15: Advising Friends

Use the following situations for discussion about helping friends by giving some friendly advice. Ask the students to role play situations and give advice to their friend.

1. Mike has difficulty keeping friends. When he gets angry, he throws things, breaks toys, and stomps around.
2. Judy likes to share her toys and play with others. Whenever Judy sees something she likes, she borrows it without asking the owner.
3. Joe has two older and stronger brothers. Whenever Joe gets into an argument or wants things to go his way, he says, "I'll get my big brothers and they'll make you do what I say!"
4. Margie is very, very talkative and always has something to say about her friends. Her classmates don't trust her.
5. Bill never gets his work done. Instead, he's always talking in class, distracting the other students and getting them into trouble.

Activity 16: Keeping Friends

Read the following story and questions:

Danny was worried. His friends didn't seem to be talking to him anymore. When he would come up to them on the playground, they would go and do something else. Even John, his best friend, hadn't called him in the last week or so. Danny began to wonder what was the matter. Why didn't anyone want to be with him?

1. What was Danny's problem?
2. What could Danny do?
3. Have you ever felt like Danny?
4. Why do you think Danny's friends might not want him around?

Activity 17: Schools: Past and Present

Compare and contrast schools of the past with schools of today. A trip to Cowtown to spend a day or half day in the Little Red Schoolhouse would provide insight into schools of the past. Discuss with the children the following ideas:

1. The duration of the school year might depend on weather conditions, the distance to school, and family responsibilities.
2. Types of energy sources. Electricity was not available in the early days. Gas, oil, coal, or wood were used for heat. Lighting was supplied by oil lamps.
3. The school building was often composed of one or two rooms and several grade levels were included in one class. Discuss with the children the advantages of having several grades in one class. Decide on some of the disadvantages of this system.

Activity 18: Out Of The Past

Have the students do a home viewing assignment to watch a TV program like "Leave It To Beaver" or "Little House On The Prairie" which shows family life of the past. After the program has been viewed, discuss how the TV family is like or different from the child's family. Types of chores, dress, and forms of transportation are ideas for analyzing the idea of change. Instead of watching TV, the "Little House" books could be read to first graders.

Activity 19: Special Guest

Invite a parent or grandparent to visit your class and tell about the school they attended as a child. Photographs, report cards, etc. would be helpful. See bibliography for additional resource materials.

THE SCHOOL COMMUNITY

Bibliography

Books

Adelson	All Ready For School	McKay
Beim	Country School	Morrow
Beim	Smallest Boy In The Class	Morrow
Beim	Two Is A Team	Harcourt
Buckley	Five Friends At School	Holt
Hill	Evan's Corner	Holt
Inyart	Orange October	Watts
Iwamatsu	Crow Boy	Viking
Winn	Shiver, Gobble and Snore	Simon

Recordings

MTC	The Ballad of Lucy Lum (w/activity book)	Good Apple
MTC	Dandy-Lions Never Roar (w/activity book)	Good Apple
SMC	Free To Be...You and Me	Arista
MTC	Imagination and Me (w/activity book)	Good Apple

Sound Filmstrips

MTC	Citizenship Adventures of the Lollipop Dragon	SVE
SMC	Dealing With Feelings	BFA
	How Do You Feel?	
	People Are Not For Hitting	
	Let's Not Laugh At People	
	Mistakes Can Help Us Grow	
SMC	First Things	Guidance Associates
	What Do You Do About Rules?	
	How Do You Know What Others Will Do?	
SMC	Getting Along In School	Coronet
	Being On Time	
	Doing Things For Yourself	
	Taking Care Of Things	
	Working With Others	
	How Quiet Helps	
	Listening and Following Directions	
SMC	Kindle Series - Mixing In	Bowmar
	Do I Have To Win?	
	All Alone	
	White Lies Don't Count	
	Me First!	
	Who, Me?	
MTC	Kindle III - Getting Along	Bowmar
	It's Mine	
	Sticks and Stones	
	Will You Be My Friend?	
	Smiles Don't Just Happen	
	I Don't Care Anyhow	

MTC	Learning About Others	Guidance Associates
	Lost In The Woods	
	New Grouch In Town	
	The Cattle Rustlers	
	Sesame Street 4th of July	
MTC	Learning About Yourself	Guidance Associates
	A Day At The Zoo	
	Going On A Hike	
	Ernie Learns To Skate	
MTC	Tales Of The Wise Old Owl, Group I	SVE
Film		
IMC 1080	Evan's Corner	
Filmstrip (silent)		
SMC	How Do You Feel About School?	Churchill
Activity Cards		
MTC	The Values Corner: An Independent Learning Center	Winston

Teacher Resources

Books			
Cihak	MTC	Games Children Should Play	Goodyear
Farnette	MTC	People Need Each Other	Incentive
Kits			
	MTC	Dusco Kit K1 Understanding Self and Others	Dinkmeyer
Freed	MTC	TA For Tots	Jalmar

FAMILIES' NEEDS AND WANTS

Introduction:
Many years ago when people began to settle in this country, each family worked to meet its own needs. The family members worked to satisfy the basic needs -- food, shelter and clothing. As more people settled in our country, the type of work performed in the single family began to change. Instead of being self sufficient, the family unit began to depend upon others outside of the family to satisfy its needs. Today, there are many kinds of work performed that affect people throughout the world. This is quite a change from the self-contained family of long ago. Although needs and wants seems to be a broad category, first grade children should begin to understand the various kinds of needs and wants that are essential to the family welfare.

Objectives:

1. Students will identify shelter, food, and clothing as basic human needs provided by families.
2. Students will realize that due to limited resources (scarcity) and unlimited wants, people need to make choices about which wants to satisfy.
3. Students will understand that wants are things we like, but can do without if necessary; they will begin to differentiate between what is very important and what is less important.
4. Students will recognize that our needs and wants are met through various career opportunities.
5. Students will recognize the advantages of specialization along with the disadvantages of the interdependence it causes.

Vocabulary:

job
income
needs
wants
energy
oil
water
specialization

salary
wages
sell
employer
water
friends
love
value

goods
services
shelter
clothing
gas
family
school
climate

food
recreation
light
solar
coal
rest
production

ice cream and candy

home

clothing

food

toys

movie

Activity 1: Needs and Wants
Discuss with the class that all families have needs and wants. Decide on the differences between the terms. A "need" being something that is a necessity for livelihood while a "want" is a desired item but not required for our existance.
Using children's suggestions make a list on the chalkboard of families' wants and needs. Allow discussion time for the class to determine to which list the item should be added.
Using the listed items, have the class categorize the items into the four basic areas of food, clothing, shelter, and recreation.

Food		Clothing	
Needs	Wants	Needs	Wants
Shelter		Recreation	
Needs	Wants	Needs	Wants

Following the discussion make a bulletin board displaying pictures (drawn by children or cut from magazines) that show needs and wants. Label the pictures accordingly. If some wants are also needs, be sure you make a special notation.

Activity 2: What I Need The Most
Write an experience story about "What I Need the Most" or "What I Want the Most." Using information from Activity 1, children will differentiate between needs and wants. Children can include a picture either drawn or cut from a magazine to illustrate their story.

I want a bicycle

I need shoes

Activity 3: Do I Need It Or Want It?

Instruct the children to fold a piece of newsprint into 8 boxes. Next, have the children illustrate 8 things they would like. After the illustrations are completed have the children write "need" or "want" under each picture.

Activity 4: Families' Needs and Wants

Review the differences between wants and needs.
A "need" is something you must have in order to live.
A "want" is something you may desire, but do not need.

Ask children to share things your family has recently purchased. Then decide: was it a need or a want and why you think so.

Record items on the chalkboard:

Item	Want	Need	Reason

Activity 5: Camping Trip

As a class:
Pretend you are going on a camping trip and make a list on the chalkboard of all the things you think will be needed on the trip.
Now...there is only enough room in the car to take five items. Which five should they be?

Activity 6: Our Parents Work

To help children be more aware of the variety of jobs in the community, discuss the kinds of employment their parents are engaged in. As a group, compile a list of questions for each child to discuss with their parents concerning their jobs. The child could use the questions as a guide to interview their parents. Prepare a letter to the parents concerning the interview and the questions the child will be asking. A sample letter might include:

Dear Parent,
We are studying about Families' Wants and Needs. Tomorrow we will be discussing various kinds of jobs our parents have and drawing pictures of our parents at work.
Please talk with your child about the following aspects of your jobs:

1. What is your job title?
2. What do you have to know to do this job?
3. Where do you work (desk, production line, etc.)?
4. Do you use special tools or equipment on your job?
5. Why did you decide to do this particular type of work?
6. Do you like your job? Why? Why not?

We will be talking about the answers to these questions during Social Studies on Thursday.

Thank you,
Teacher

Later, discuss some of the things the children found out about their parents' jobs. Make a Job Mural showing the different jobs by having each child make a paper doll of each parent at work and paste it to a large sheet of butcher paper.

Activity 7: Too Many Chiefs
Everyone is a consumer of goods and services and the production of these goods and services employs many people. Even little children are consumers of food, books, toys, medical care, haircuts, and clothes. Primary age students need to be aware of the specialization involved in producing goods and services. Because we can't all produce our own food, build our own homes, and weave our own clothes, we are dependent on others for many things. Specialization takes into account the use of differing abilities and interests to provide a higher quality product using the same resources. Production and specialization are all around us. Children can be taught to notice and use specialization techniques to produce many goods and services.
Play Squirrels in the Trees, Cops and Robbers, or tag. What if no one will be a tree or squirrel? Can everyone be the cop? Can you play tag if no one will be "it"? In order to play a game or to have a functioning society, specialization must occur.

Activity 8: Whose Hat?
Fill a box with different occupational hats. Include a hard hat, nurse's cap, baseball player's cap, firefighter's helmet, police officer's hat, and a football player's helmet. Choose different children to role play the various occupations. Have them tell the class what they do best and the skills they need to do their jobs. The children may want to list their parents' occupations. Show with a chart or chalkboard how families in a community are dependent on others for goods and services due to specialization. The children can draw and write about a career they might wish to pursue.

Activity 9: Somebody Goofed
Make a list of community specialists such as barbers, doctors, bakers, firefighters, farmers, truck drivers, etc. Illustrate their jobs and discuss how specialization is involved. What would happen if you went to the wrong specialist? Would you let a doctor sew your clothes? How did a firefighter become skilled at his work? What did the secretary need to learn to be a specialist at that job? Would a dentist sell toys? Would a baker sell books?

Additional Resources:
MTC, SMC Primary Economics Daniel's Birthday: Choosing Goods and Services
Activity 10: "Gnurble" Assembly Line
Break the class into teams of about six students each. Assign each group to

produce as many pictures of a "gnurble" as they can in one minute. The pictures must be standardized (the same). The groups probably will not be able to achieve this goal. How many were made? Next set up assembly lines with these stations:

1. body
2. tail and legs
3. feet
4. neck, head & face
5. spots
6. mane

Stack the finished pictures. How many were made this time? Compare results. Help the children to discover increased production and improved standardization. How is specialization involved?

Activity 11: Potato Prints
Make potato print greeting cards using an assembly line production procedure. Perhaps each line could use a different artistic theme, such as flowers, space ships, etc. Discuss the advantages (increased productivity, standardization) and the disadvantages (boredom, lack of personal pride in work) of an assembly line. How is specialization involved?

Activity 12: What Does It Take?
Discuss the factors of production (land, labor, and capital), possibly using a flannel board or simple drawings. Have children cut out pictures from magazines to identify the three factors of production. Make word and picture cards of specific examples of factors of production. Have the children draw cards from a jar. They must identify the factor of production in order to keep the card. The object of the game is to get as many cards as possible. The children can also use these cards to play "Go Fish." (Example: I am looking for a tool.)

Activity 13: What's Cooking?
Discuss the problems involved if each student were to mix and bake only one muffin at a time. This would surely cause frustration and possibly take the class several weeks. Next have the class bake a batch of muffins. Using specialization and division of labor, assign one child to each step of the production process. Discuss these questions: Which method is easier? Why? Is everyone equally good at all the tasks involved? If you concentrated on one job, would you become skilled at it? Would it become boring? What are the advantages of each person manufacturing a product from start to finish? (personal satisfaction from work). What are the benefits of specialization? (increased production). What factors of production were used in this activity?

Activity 14: That's Impossible!
Make a book showing apples on trees, being harvested, being transported to the packing house, being sorted, being processed, being canned as applesauce, being delivered to the store and being purchased by you. Who did each job in the production process? Why didn't the farmer bring the apples to your house? Why didn't he make and can his own applesauce? Specialization occurs at each step;

workers become skilled at their particular jobs.

Activity 15: Who Am I?
Use "Who Am I" riddles to review occupations. The teacher will give the first riddle. For example: I wear a uniform, I come to your house almost everyday. More clues may be given until the children guess who it is. Children can make up riddles and may take turns sharing them with the group. See Activity 7 in School Community Unit.

Activity 16: Me and Everything I Want
Have children draw self portraits. Ask them to draw all things they want around their portrait. Label these drawings with their names and display around the room. Discuss how wants seem unlimited. Induce the children to begin thnking about why we don't have everything we want. Discuss limited income, limited resources, limited time, etc.

Activity 17: Scarcity
Use "scarcity" situations that commonly occur at school to illustrate this concept. Some situations are:

1. Not having enough paper towels when children wash their hands before lunch.
2. Not having the correct color or the right size paper to do an art project.
3. Not having enough space on the playground to play a game during recess.

The teacher should carefully observe the children's reactions to the scarcity situation. When frustrations because of scarcity begin to surface, the teacher can initiate class discussions by asking the children to talk about the problems and why they exist. At this time the teacher can introduce the words "scarcity" and "scarce" to the children. Children can then offer solutions to these situations involving scarcity.

Activity 18: Chip Exchange

Example:
3 yellow = 1 blue
3 blue = 1 green
3 green = 1 red

Red	Green	Blue	Yellow

To introduce the concept of trading things of equal value, use a simple chip trading activity. Chips or teddy bears can be used to trade and the teacher will determine the value. (See example) Each child will need a game board and chips. Children take turns rolling number cube and taking that number of chips for their board. Children will trade chips for those of higher value as necessary. (For example: 5 yellow chips showing on board. Child trades 3 yellow for one blue.)

This same activity could be done using real or play money in the same way.

Additional Resource:
IMC Film 0889 Why We Use Money: The Fisherman Who Needed A Knife

Extension:
Use "play money" and organize a "school store" for children in the room. Use

items brought from home or items made in class. Have a buying and selling activity, comparing what things "cost" each child.

Activity 19: Bunny Farm
This exercise displays a barter system in an economy without a medium of exchange (a money system). The most critical part of the activity is the discussion period. This is when the class is shown how money allows sellers to put a price on their goods and services, making it possible for potential buyers to decide whether or not to purchase.
Divide the class into four groups. Tell them it will be the group's job to construct a specified number of bunnies to fill a new bunny farm that will be opening. Each bunny will be constructed from four sections: a head, a body, a pair of ears (all copied on separate sheets of paper), and a cotton ball for the tail.
Each group should be given the proper number of two items, a shortage of one item, and an excess of the final item. Quantities will rotate. For example, a class of 20 children would be divided into 4 groups of 5 children. Each group would be responsible for producing five bunnies. Resources could be distributed in this manner:

Group 1	Group 2	Group 3	Group 4
5 heads	7 heads	3 heads	5 heads
5 tails	5 tails	7 tails	3 tails
3 bodies	5 bodies	5 bodies	7 bodies
7 sets of ears	3 sets of ears	5 sets of ears	5 sets of ears

However you choose to distribute the pieces, it is imperative that all four groups are forced to interact in order to produce.

Ask each group if, at the present time, they are able to make the required number of bunnies. Why not? How do they think they could solve the problem?

Ask one person from each of two groups to meet at a particular point in the classroom. This becomes the market. See if they can trade for the parts they need to construct their rabbits. The initial distribution of "bunny parts" must be done so that it is impossible to have only two groups trade (say, 2 ears for 2 tails) and be able to complete their production. The difficulty of barter is demonstrated if each group has to make at least two trades in order to get the required parts. Ask a representative from a third group to enter the market. Still a fair trade is impossible. It is not until members from all four groups are in the market that each group can get the commodity it needs to make the correct number of rabbits.

Have the groups produce their bunnies and place them in a box labeled "Bunny Farm."

Show the class how each group was finally able to produce the correct number of rabbits. Point out how much easier it would have been if each part had a price on it. Had this been the case, anyone who wanted to buy the parts, and had the money to purchase them, could have done so.

Activity 20: Crazy Sentences
Crazy sentences will help the children understand many key economic concepts: the difference between goods and services, the existence of markets anywhere,

and the determination of market prices.

1. Prepare 4 lists: PEOPLE, GOODS OR SERVICES, MARKETS, PRICES
   You can make these up or let the children help.

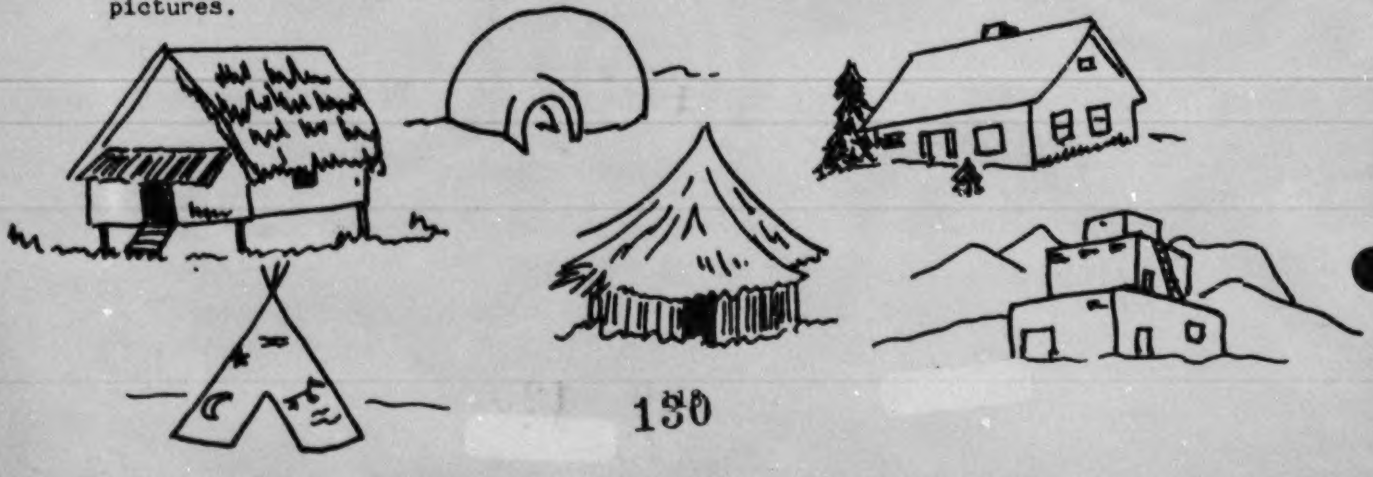
PEOPLE	G OR S	MARKET	PRICE
My family	bought a dog	at the kennel	for $10.00
Brian	got a haircut	at the barber's	for $5.00

2. Make cards for each sentence (four cards per sentence). Put PEOPLE on red paper, GOODS or SERVICES on BLUE, MARKET on green, and PRICE ON YELLOW.
3. Shuffle each stack and lay them face down.
4. Each student is given one card from each stack.
5. The object of the game is to make a sensible sentence with the crazy sentence cards chosen. Have each child select one card from each colored stack and form a sentence. When it is his or her turn again, the child draws one card from one stack and discards one of the cards he/she was holding. The discarded card is returned to the bottom of the correct stack.
6. When the children think they have a sensible sentence, they lay it down in front of them. Other players will debate as to whether or not this is a sensible sentence. This exchange of opinions will emphasize that any purchase occurs in a market place, and the exchange requires paying a reasonable price.

Activity 21: Shipwreck
Have the students imagine that the members of their family are the only people to survive a shipwreck. They have managed to reach an uninhabited island with a book of matches, a rope, a knife, and a small first aid kit. Discuss what the group would have to do to survive. How would they satisfy their basic needs?

Activity 22: Shelter
The sketches included with this activity illustrate the global need for shelter. The person who does not need a roof over his head is very rare indeed. All people need some protection from heat, cold, wind, snow, and rain. Although shelter is provided in all societies, its form varies from one group to the next. You can tell a lot about a society and its location just by studying its form of shelter.

Use the forms of shelter suggested or cut pictures of more varied types of shelter from magazines. National Geographic would be a good source for these pictures.



Discuss how homes must be built to adapt to a specific geographic location. Which home would you find in a cold climate? rainy climate? dry climate? hot climate? What can a home tell you about families' lifestyles? For example, Indians living in teepees had to follow their food supply and migrant farmers move with the crops. Have the children discover what type of family would live in a houseboat. A variation of this activity would be to cut out small shelter pictures and place them on various parts of a classroom globe.

Additional Resources:
SMC FSC Shelters of Other Lands
SMC FSC Shelters Around You
SMC FSC My Home and Me

Activity 23: My Shelter
Have children draw a picture of their own house. Then dictate to an older child (5th or 6th grader) a description of the house, how it protects from heat, cold, wind, snow, and rain. Have children copy the dictated story beneath the picture of their house.

Activity 24: Making Shelters
Children may make models of various types of homes using clay, small boxes, grasses, sticks, spools, sugar cubes, plaster, etc.

Additional Resource:

IMC VTC 0731	Workers Who Build Houses
SMC FSR	Off We Go To The House Built In a Hurry

Extension Activities:
Correlate foods unit from Health.
Correlate money activities in Math.
Show films and filmstrips on animal shelters.
Correlate with Environmental Education Module activities.

See bibliography for additional resource materials.

FAMILIES' NEEDS AND WANTS

Bibliography

Books		
Bennett	The Secret Hiding Place	Collins
Beskow	Pelle's New Suit	Harper
Buchheimer	Let's Go To A Candy Factory	Putnam
Buchheimer	Let's Go To The Library	Putnam
Buchheimer	Let's Go To The Post Office	Putnam
Buchheimer	Let's Go To The Telephone Company	Putnam
Buchheimer	Let's Take A Trip To A Bakery	Putnam
Johnston	Edie Changes Her Mind	Putnam
Nic Leodhas	Always Room For One More	Holt
Puner	Daddies, What They Do All Day	Lothrop
Schlein	My Family	Abelard
Udry	What Mary Jo Shared	Whitman
Udry	What Mary Jo Wanted	Whitman
White	My House Is The Nicest Place	Golden Gate
Zion	Dear Garbage Man	Harper
Flat Pictures		
SMC	Workers In Our Neighborhood	McGraw
Recordings		
MTC	Imagination and Me	Good Apple
Sound Filmstrips		
MTC	Animal Homes	National Geographic
SMC	Beginning Concepts People Who Work	Scholastic
MTC	Career Development for Primary Grades	EMC Corporation
MTC	Charlie Brown's Career Education Program What Are You Going To Do The Rest Of Your Life, Charlie Brown? You're Worth A Lot, Charlie Brown	Random
SMC	Child's Life In The Big City	Hudson
MTC	Community Workers and Helpers	SVE
SMC	Economics for Primaries	QED
MTC	I Can Make Choices	
SMC	Jobs and Things	Cornet
SMC	My Home and Me	EBE
SMC	People Serving Your Community	National Geographic
SMC	Off We Go To The House Built In A Hurry	Guidance Associates
MTC	Primary Economics	BFA
SMC	Daniel's Birthday	BFA
SMC	Shelters Around You	National Geographic
MTC	Someone Special...Me	SVE
SMC	Shelters of Other Lands	National Geographic
MTC	Values: Making Choices	BFA

MTC		Winnie the Pooh and The Value of Things	Disney
MTC		Winnie The Witch: Stories About Values	SVE
MTC		World of Work-Adventures of The Lollipop Dragon	SVE
		The Lollipop Factory	
		Trading Jobs in Tumtum	
		Making Dragon Cookies	
		Changing World of Work in Tumtum	
		Building a New Clubhouse	
		The Workers of Tumtum	
SMC		A World of Our Own	Singer
IMC	FSR 1274	Workers Depend on Each Other	

Films

IMC	0225	Policeman and His Work
IMC	0889	Why We Use Money

Video Tape Cassettes

IMC	VTC 1953	Everyone Helps in a Community
IMC	VTC 1978	Jobs in the City
IMC	VTC 0731	Workers Who Build Houses

Kits

IMC	KIT 0427	The Fireman
IMC	KIT 9170	Fireman and His Work
IMC	KIT 0361	Let's Visit a Shopping Center
IMC	KIT 9434	My Father Works

Teacher Resources

Books

MTC	Cihak	Games Children Should Play	Goodyear
MTC	Farnette	People Need Each Other	Incentive

The Elementary Economist can be obtained without charge by sending your name, school system, and mailing address to:

The National Center for Economic Education for Children
Lesley College
29 Everett St.
Cambridge, MA 02238

FAMILIES AND PLACES

Introduction:
Looking at the places where families live and how those places determine dress, housing, and lifestyles is an excellent way to introduce basic geographic concepts and globe skills. Most children are aware of the immediate physical environment in which they live. This should be the starting point for learning skills and concepts relating to spatial relationships. The activities suggested in this unit, Families and Places, are designed to provide reinforcement of geographic concepts and skills presented at the kindergarten level.

Objectives:
The child will:
1. Use terms of relative location and direction: near, far, above, below, up and down, opposite.
2. Recognize the location of his/her home city and his/her home state on a map of the United States.
3. Understand that real objects can be represented by pictures or symbols on a map.
4. Be able to distinguish between land and water on a globe.
5. Understand that a globe is a model of the earth.
6. Be able to identify the four cardinal directions within the school room.
7. Recognize that lifestyles are adapted to climate and seasons.

Vocabulary:
Environment, climate, shelter, north, south, east, west, weather, globe, opposite, near, far, above, below, down, map, summer, winter, man-made, seasons, symbols, location, direction.

Activity 1: Seasons
Have photographs (cut from a calendar or magazine) representing summer and winter available for the children to view. Ask them to respond to the following, relative to the two seasons:

1. How they dress differently for each season?
2. What they eat and drink that is different.
3. How they get around the neighborhood.
4. How they play differently during each season.
5. Tell why they like one season more than they do the other.

Show photographs of spring and fall settings (red leaves and cherry blossoms) to the children. Ask them if they can arrange the four pictures in order.

Ask the children if they can tell what season it is at the time of the lesson.

Additional Resources:
SMC FSC Exploring the Seasons
Films

IMC	0905	Spring Comes to the Forest
IMC	0385	Winter Comes to the Forest
IMC	0906	Autumn Comes to the Forest

Activity 2: Clothes We Need
On the chalkboard, write the heading "Clothes We Need." Write three subtitles: "When It Is Warm;" "When It Is Cold;" "When It Is Wet." Let them name the clothes needed under each subtitle. After students give you all the words they know, you might add those that they did not mention. Discuss the items listed. You might ask students to tell which items on the list families often make at home (dresses, pants, blouses, knitted sweaters, scarfs, mittens) and which items are rarely or never made at home (shoes, galoshes, rainwear, overcoats).

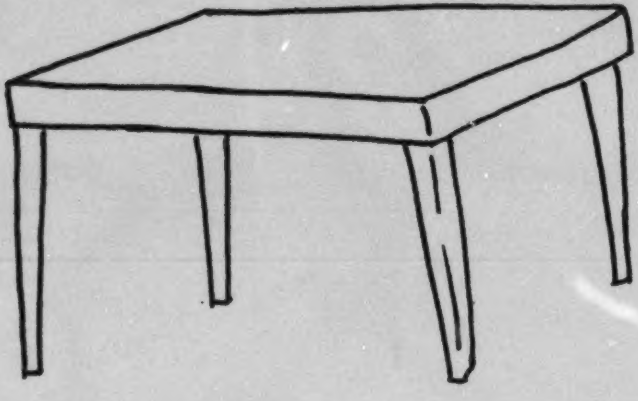
Activity 3: Writing Pals
Arrange for your class to write to another class, preferably in another geographic region. (The Weekly Reader is a good source for obtaining writing pals. See Pen Pal addresses included at the end of this unit.) Information exchanged should include climate of the regions and interesting things about the people. Children can exchange occupational information about what their parents do and what the children do for recreation that is unique. Use a United States map for locating the state where your "Writing Pals" live.

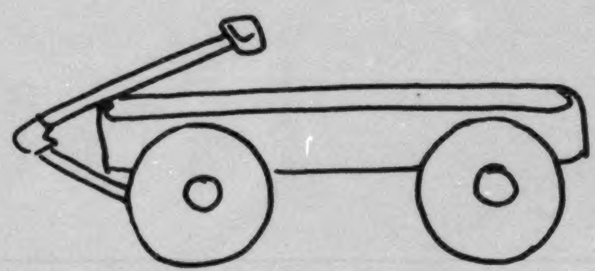
After several letters have been exchanged and sufficient information has been collected, contrast geographic differences, weather variations, and occupations.

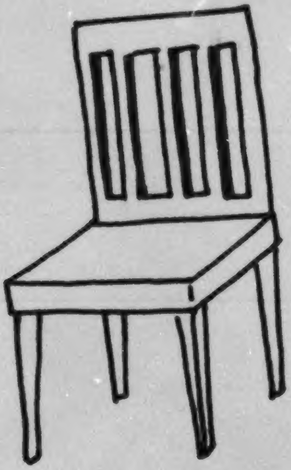
Activity 4: Paste In Space
This activity will help you see how well your children can follow directions and arrange objects within a given space. Duplicate a worksheet on which you have sketched a wagon, ball, table, chair, book, and a pencil. Have the children color and cut out each object. Give each child an additional sheet of paper to be used as background. Instruct the children to arrange the objects on the background sheet as you slowly read a story telling them where the objects belong.

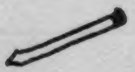
"One day Joe decided to clean up his room. He put the wagon under the table, the ball in the wagon, the chair near the table, the book on the chair, and the pencil beside the book."

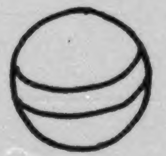
After the children have arranged their objects, read the story again. Use paste to fix the final arrangement.

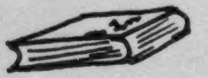






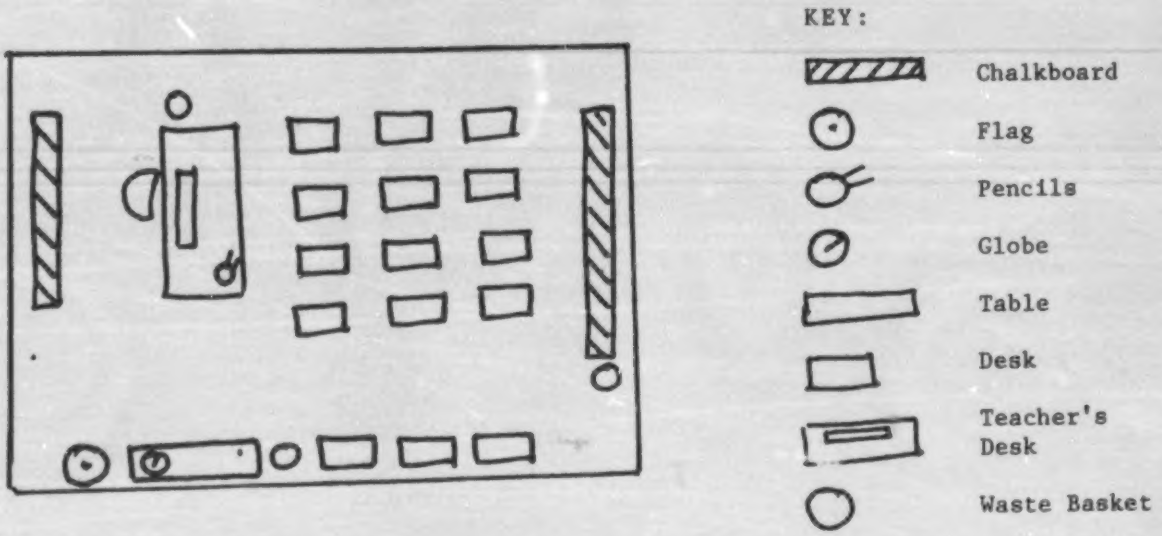






Activity 5: Mapping the Classroom

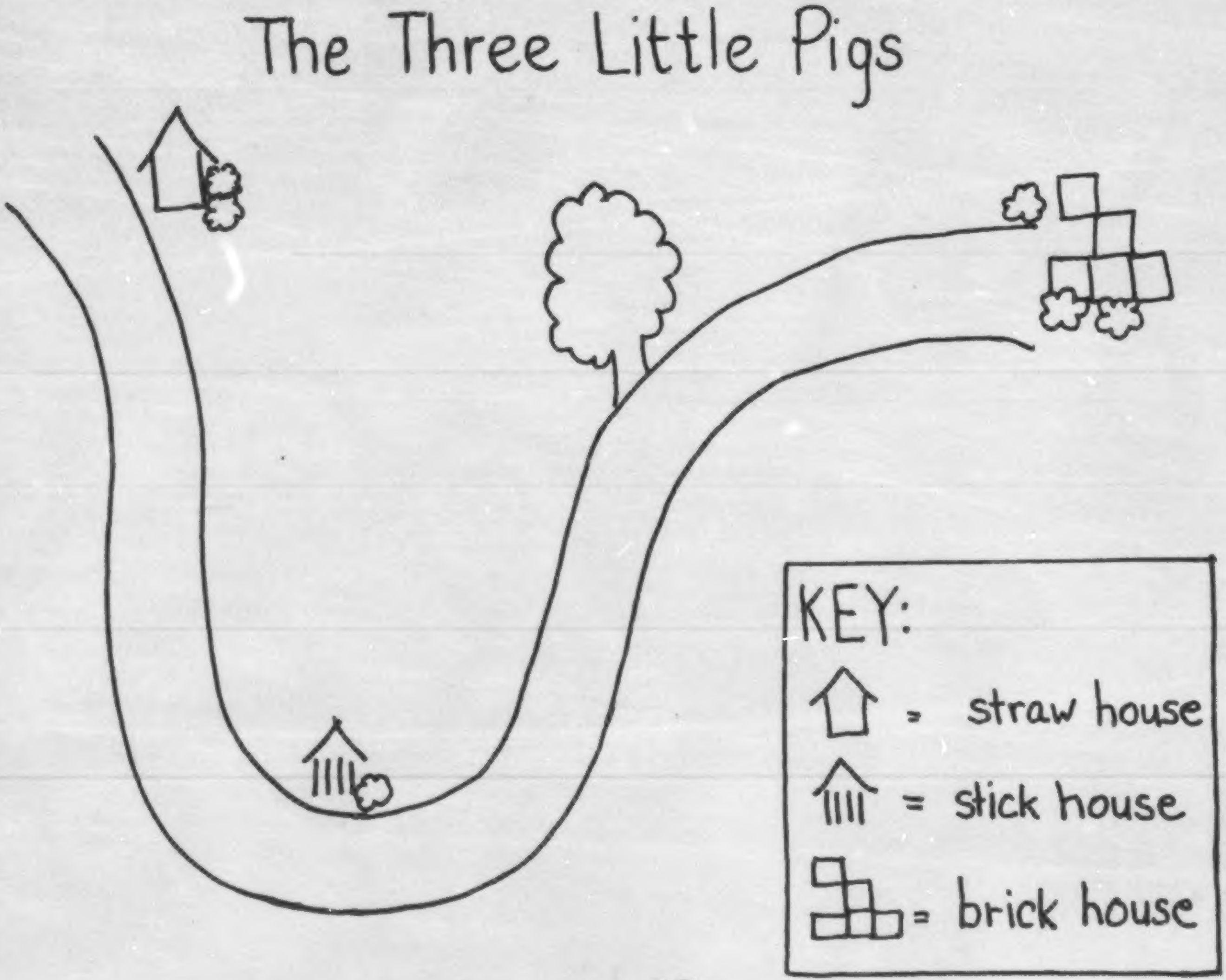
Make a transparency of the classroom shown below. Show the transparency to the children. Discuss the map and the symbols used. Encourage the children to design a symbol for each object in the classroom and then make a map of the classroom.


KEY:
Chalkboard
Flag
Pencils
Globe
Table
Desk
Teacher's Desk
Waste Basket

Also see Master 2, The Jefferson's New Living Room at the end of this unit.

Activity 6: Playground Map
Take a "mini" field trip around the school playground. Point out physical features (if any) and distinguish between natural and man-made features. A second session should be spent listing natural and man-made features that were observed. One large map should be made by the class which would use symbols to show the features that were observed.

Activity 7: Map a Fairy Tale
Select a popular fairy tale (Three Little Pigs, Gingerbread Man, Henny Penny, etc.) and help the children make a map to show how the story progresses. Read the story to the class. Decide which features of the story should be mapped and what symbols should be used. The total group could work together on one large map or individual children could make their own.



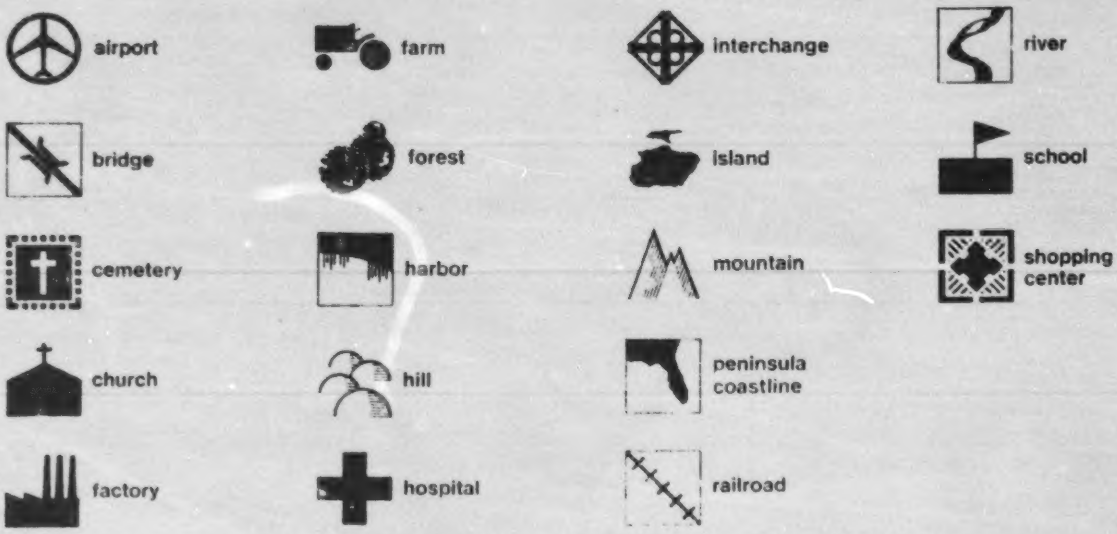
Activity 8: Symbols
Use the flashcards of symbols from the Nystrom kit or make your own using the symbols following this activity. Let the children verbally associate the symbols with the word.

Have children make their own symbols for the following words: playground, lunchroom, office, nurse, gym, music room, hallway, etc.

As a multicultural activity have the children investigate Indian picture writing.

Additional Resource: Film Maps and Landmarks IMC 1409

Flash Cards:


airport
farm
interchange
river
bridge
forest
island
school
cemetery
harbor
mountain
shopping center
church
hill
peninsula coastline
factory
hospital
railroad

Activity 9: Natural or Man-made?
Use pictures of natural and man-made features to show the differences in features shown on maps. THese should include pictures of buildings, mountains, rivers, hills, railroads and features with which the children are familiar. Pictures shown should also have a corresponding symbol which is used on a map. See map symbols chart. These symbols are available on flash cards and study print labels in the Nystrom Kit.

Activity 10: Pathways at School
Most schools have a map or floor plan of the school displayed in the principal's office. If this outline map of the school is available the students will show "paths" from their room to the music room, physical education room, library, lunchroom, playground, and the principal's office, etc. The map should show hallways and indicate the four main directions.

Activity 11: Maps Show Job Availability
The level to which a family can supply its want is related to the type of jobs available within a geographic area. Have the students examine several pictures of different regions, such as: wheat land, forest, fishing village, small town or large city, and determine weather conditions and jobs available in these areas. Students should contrast what effects seasonal changes might have on certain jobs.

Activity 12: Maps Are Pictures
Examine several types of maps. Samples are included at the end of this unit. Children should be able to describe what they show. Children should be encouraged to tell how the maps would be used and what occupation would be related to their use. Other maps such as; flight maps, topographical map, and weather map may be used to expand this activity. Encourage children to bring maps from home.

Additional Resource:
IMC Film 1275 Maps Show Our Earth

Activity 13: Location and Direction
Orally review the following words: near, far, above, below, up, down, opposite. Practice learning their meanings by asking the following questions.

1. Which is near and which is far?
    a. Playground (near)
    b. Oklahoma (far)

    c. Your nose (near)
    d. The teacher's desk (far)

    e. The principal's office (near)
    f. Your home (far)

2. Which is above and which is below?
    a. Light fixture (above)
    b. The floor (below)

    c. Clouds (above)

   d. Streets (below)

   e. A train (below)
   f. An airplane (above)

3. Which is up and which is down?
   a. Birds flying (up)
   b. Dog walking (down)

   c. Roof of the school (up)
   d. Basement (down)

   e. Rain falls (down)
   f. Grass grows (up)

4. What is the opposite of:
   a. Black? (white)
   b. Wet? (dry)
   c. North? (south)
   d. Hot? (cold)
   e. East? (west)
   f. Down? (up)
   g. Above? (below)
   h. Near (far)

Use Master 1, The Clown's Face and/or Master 8, What is Close? What is Far? included at the end of this unit.

Additional Resource:
SMC Beginning Concepts 2

Activity 14: Four Main Directions
Use Nystrom Tape 3, Four Main Directions, or the following activity: The teacher should make four large cards on 9" x 6" card stock with the directions "North," "South," "East," "West." The United States Map should be duplicated for each child. Refer to map section at the end of this unit.

1. Have the students stand and point up. Ask, "What is the opposite of up?"
2. Place the "East" label on the east wall of the room. Ask, "In what direction is the sun when it begins to rise?"
3. Have the entire class face east. Ask, "What is the opposite of east?" "In what direction does the sun go down?" West is the answer. Now attach the "West" label to the appropriate classroom wall.
4. Have the class stand facing east and raise their right arms to point toward the south wall. Attach the "South" label. Ask, "What is the opposite of south?" North is the answer.
5. Now ask the children to make a "T" with both arms outstretched. They should now be pointing to the north wall with their left arm. Attach the "North" label.
6. All directions should be labeled on room walls.
7. Ask the children to sit down. Distribute the copies of the U. S. map.

8. Fold the map sheets into quarters and draw lines on the creases. Add arrows to point in the four directions. Tell the children to label the east side of the map. "What is opposite to east?" Continue to label each direction.

Activity 15: Arrows
To complete this activity, refer to the worksheet labeled "Arrows" at the end of this unit.

Activity 16: Land and Water
Using a globe introduce the ideas of where land is and how water is shown. Students should be able to identify land and bodies of water by pointing to these features on the globe. Use Nystrom Tape 1, *What is a Globe,* which also includes information on continents.

Activity 17: Day and Night
Use the following procedures to demonstrate the cause of day and night:

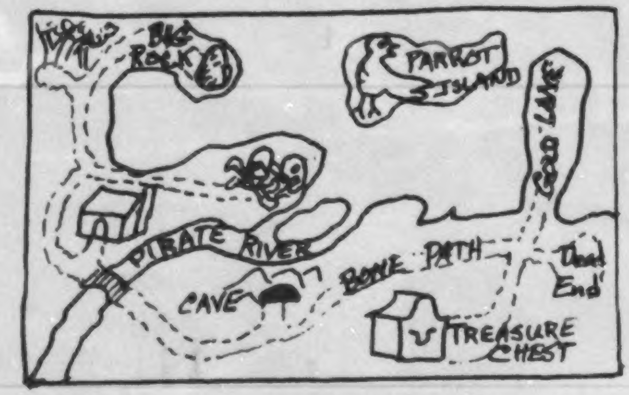
1. To make the distinction between light and dark halves of the globe more distinct, darken the room if possible.
2. Have a child hold a flashlight in a stationary position to represent the sun and direct the beam of light toward the equator.
3. Note that one half of the globe is lighted. Explain that this side of the globe is having day and the dark side is having night.
4. Attach a lump of clay to the globe on Kansas and tell the children that the clay represents where we are. Slowly rotate the globe from west to east and say, "Now we are in the day and now it's night."

A field trip to the Omnisphere could be planned.
See Master 9, *An Imaginary Line*, at the end of this unit.

Activity 18: Match Game
Flash card activities may be expanded in this unit by using symbol-word matching, like-word matching, or even-opposite-word matching games. Examples: north, south; far, near; up, down; right, left, etc.

Activity 19: Treasure Hunt
Maps could be used for a simple treasure hunt either in the classroom or on the playground.

See bibliography for additional resource materials.



ORGANIZATIONS INTERESTED IN ASSISTING PEN PAL PROGRAMS

Afro-Asian Center. C.P.O. Box 371, Kingston, NY 12401. Primarily interested in secondary school students but handles some elementary school work. For each name, the cost is 70 cents. Names only for various parts of Africa and Asia.

Caravan of East and West, Inc. 132 East 65th Street, New York, NY 10021. Age groups: 6-15, 15-20, and adults. Around 50 nations. Cost - $1.00 which includes a subscription to the Pen Friend Guide magazine.

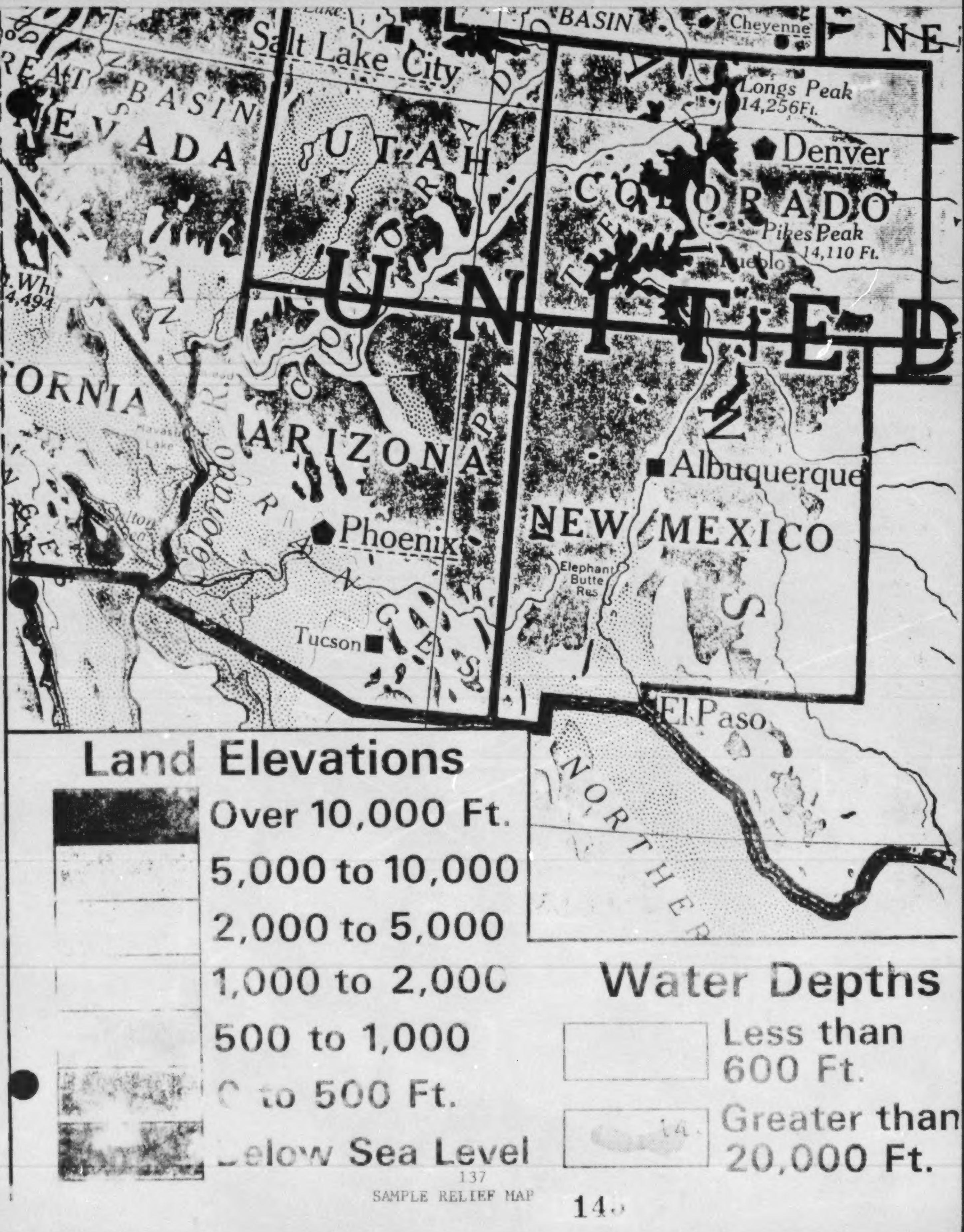
International Friendship League. 40 Mt. Vernon Street, Beacon Hill, Boston, MA 02108. Ages 7-70. 139 countries. Cost - $3.00 up to age 20: $5.00 for age 20 and over.

Student Letter Exchange. Waseca, MN 56093. Ages 11-18. About 40 countries. Cost - 65 cents per name.

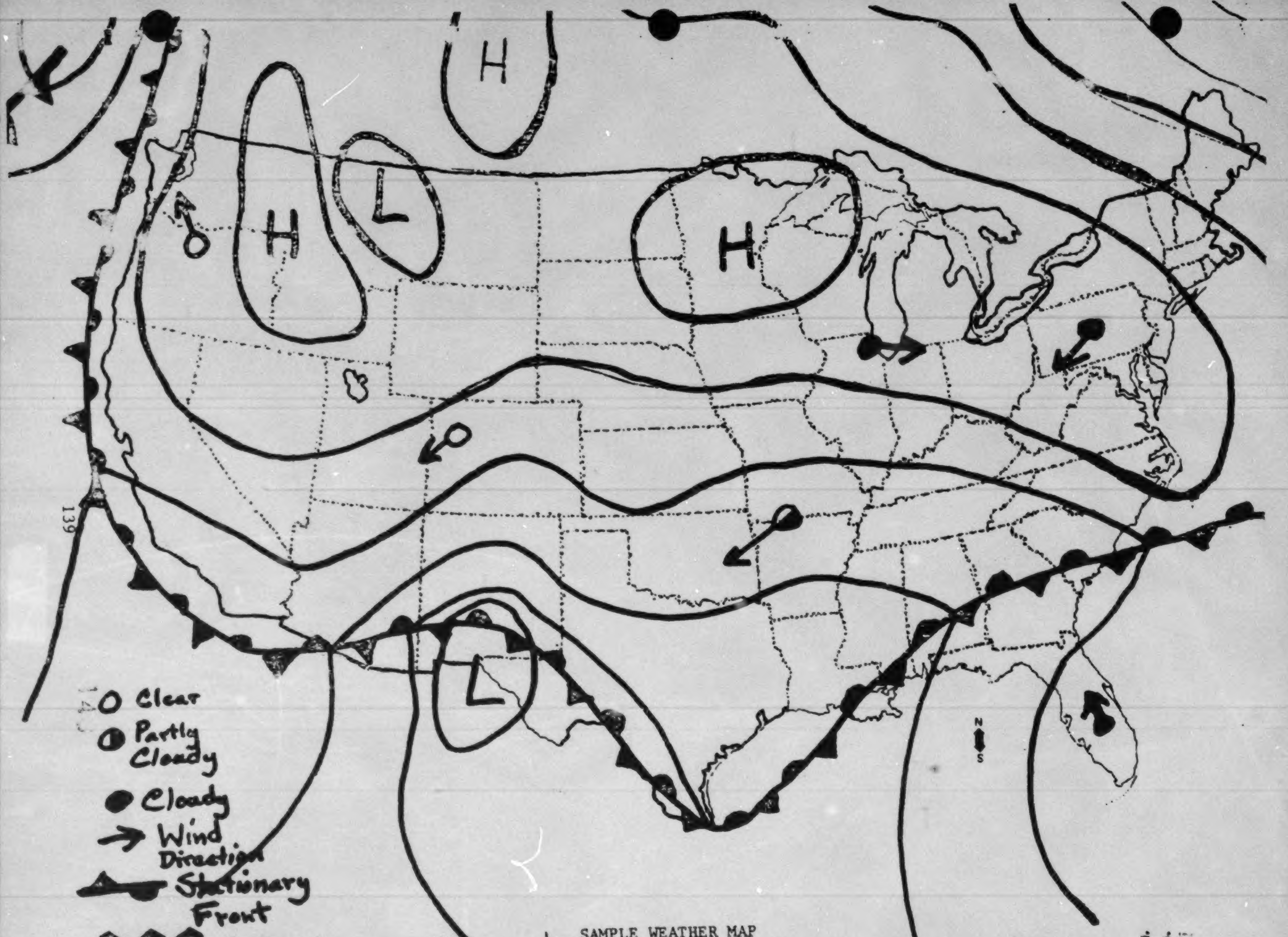
World Pen Pals. 1690 Como Avenue, St. Paul, MN 55108. For students 12 years of age and up. $1.00 per name: 75 cents each for six or more names.

Sister Cities International. Suite 424-26 Eye Street NW, Washington, DC 20006.

The following maps are directly related to Activity 12, but may be used throughout the unit.

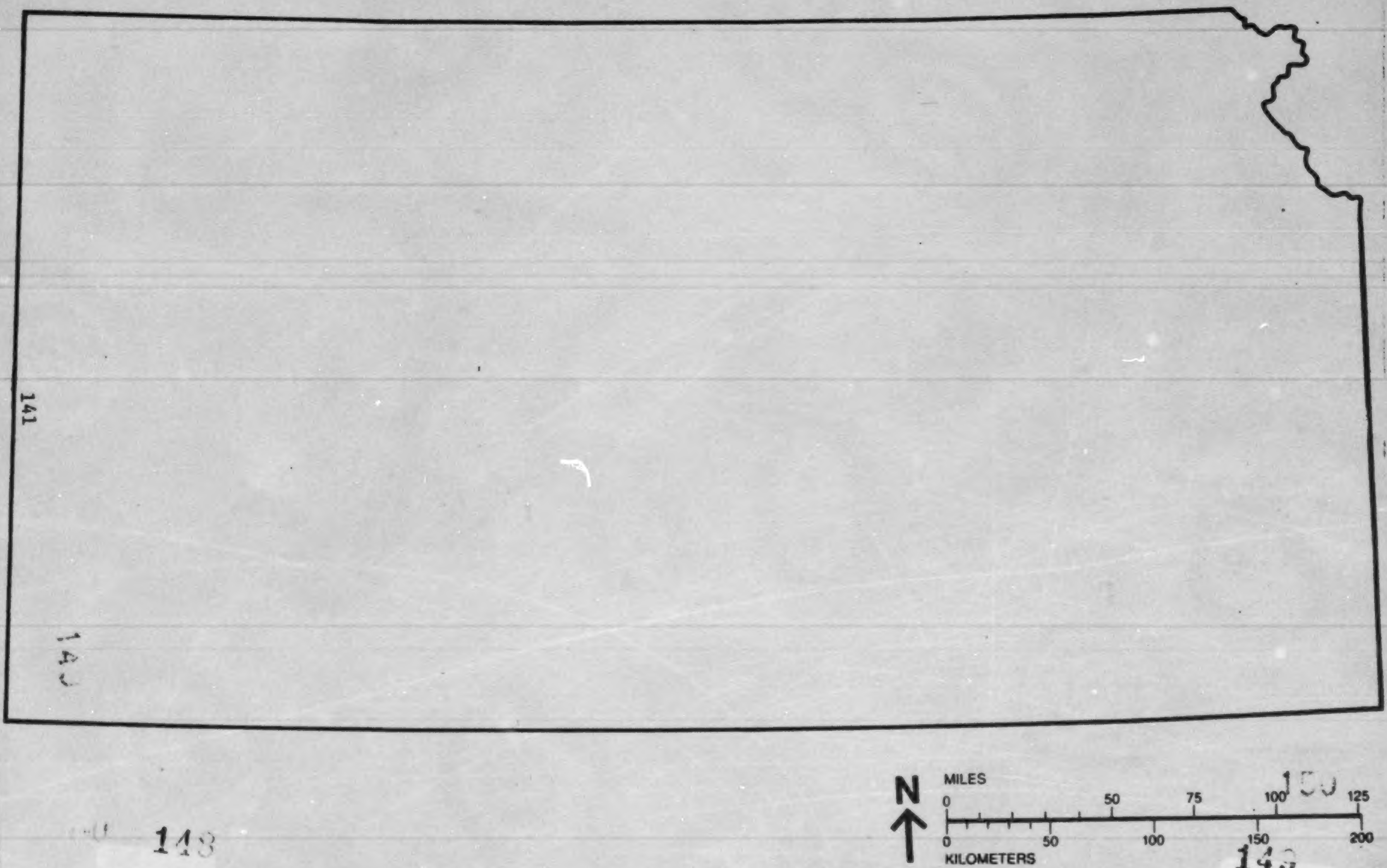

Salt Lake City
BASIN
Cheyenne
NE
GREAT BASIN
NEVADA
UTAH
COLORADO
Longs Peak
14,256 Ft.
Denver
Pikes Peak
14,110 Ft.
Pueblo
UNITED
ORNIA
Havasu Lake
Salton Sea
ARIZONA
Colorado R.
Phoenix
Tucson
Albuquerque
NEW MEXICO
Elephant Butte Res.
El Paso
NORTHER
Land Elevations
Over 10,000 Ft.
5,000 to 10,000
2,000 to 5,000
1,000 to 2,000
500 to 1,000
0 to 500 Ft.
Below Sea Level
Water Depths
Less than 600 Ft.
Greater than 20,000 Ft.

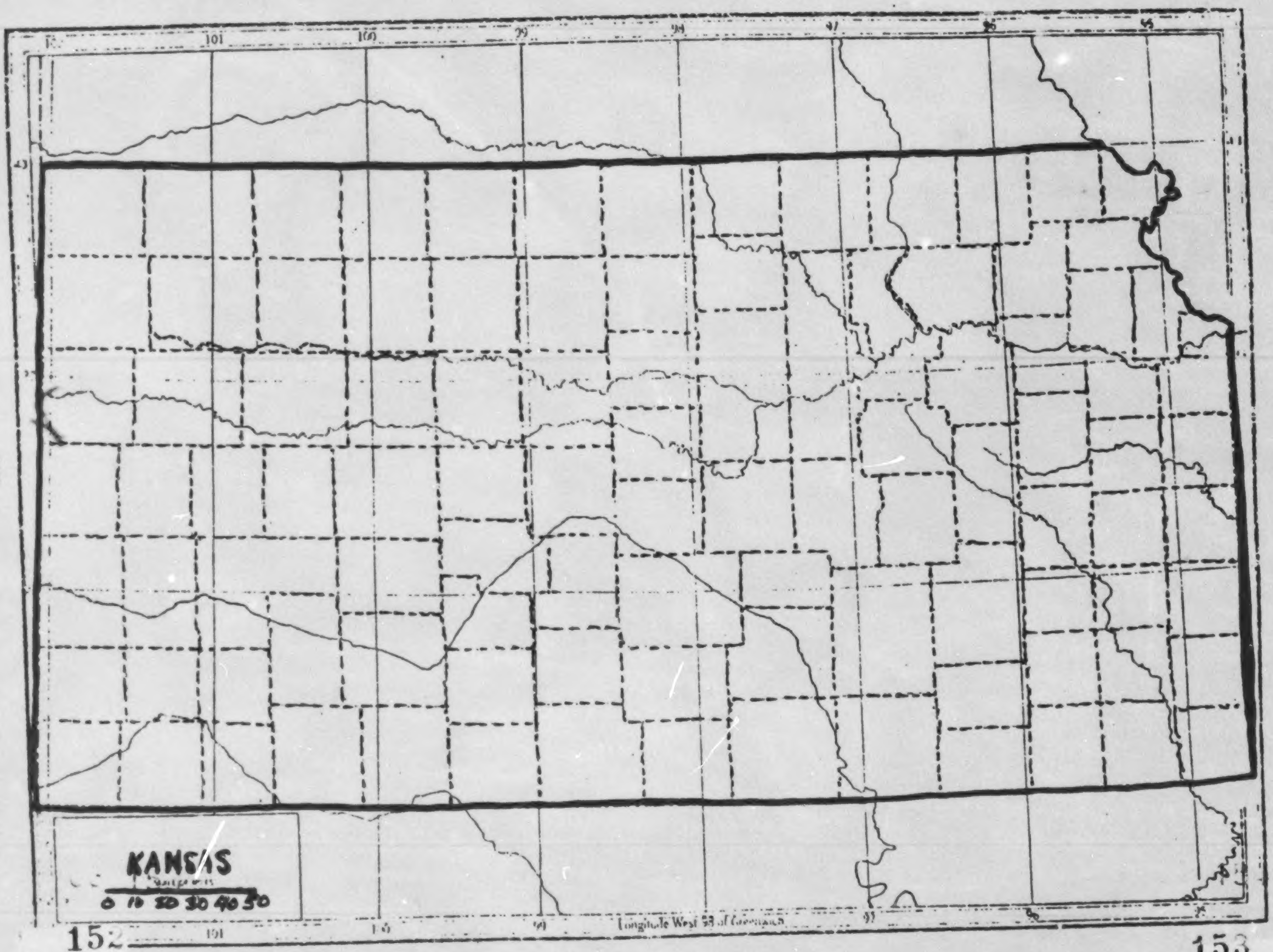
SAMPLE RELIEF MAP


H
H
L
H
H
L
N
S
Clear
Partly Cloudy
Cloudy
Wind Direction
Stationary Front
Cold Front

SAMPLE WEATHER MAP

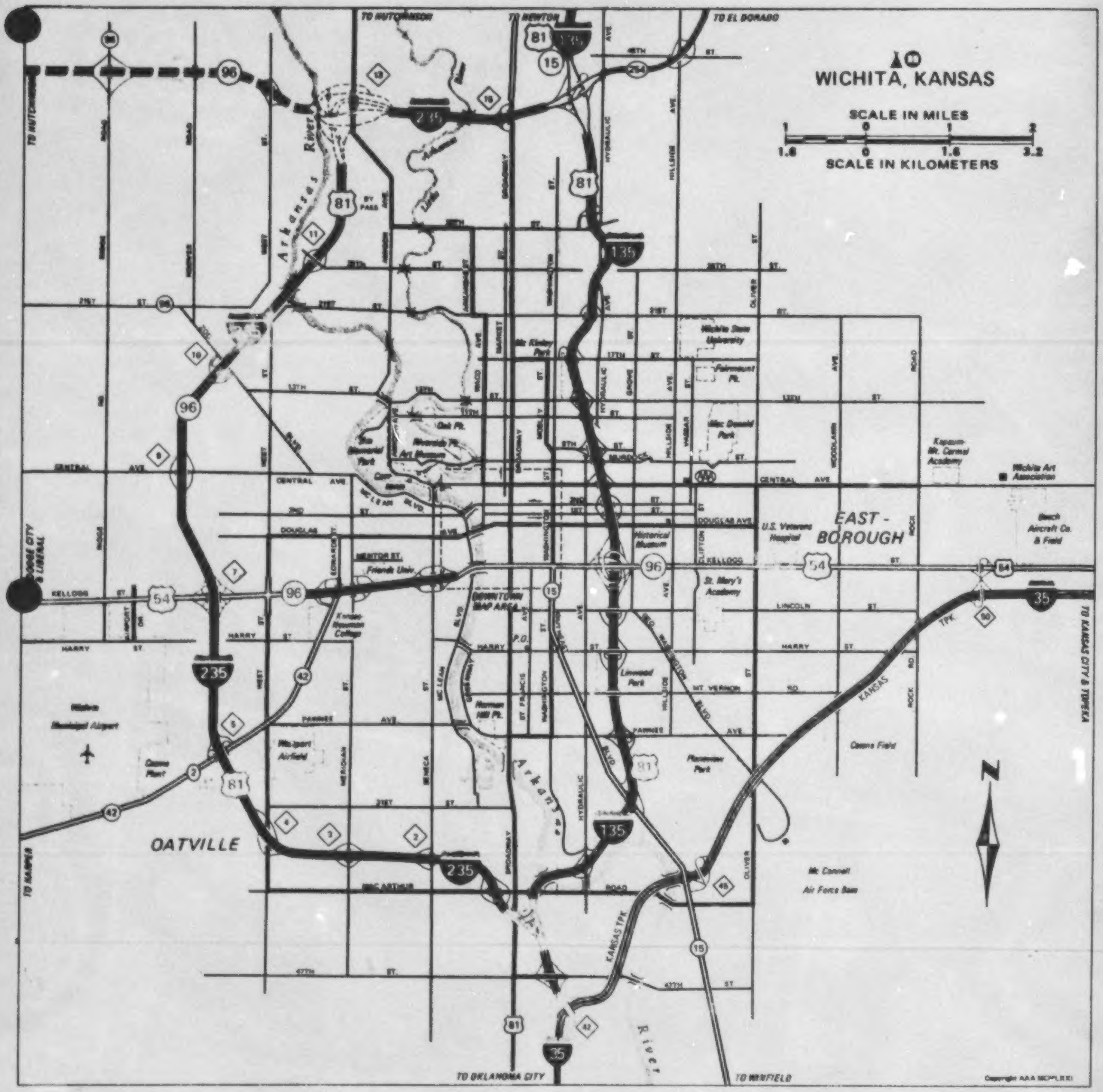
KANSAS


N
MILES
0
50
75
100
125
0
50
100
150
200
KILOMETERS

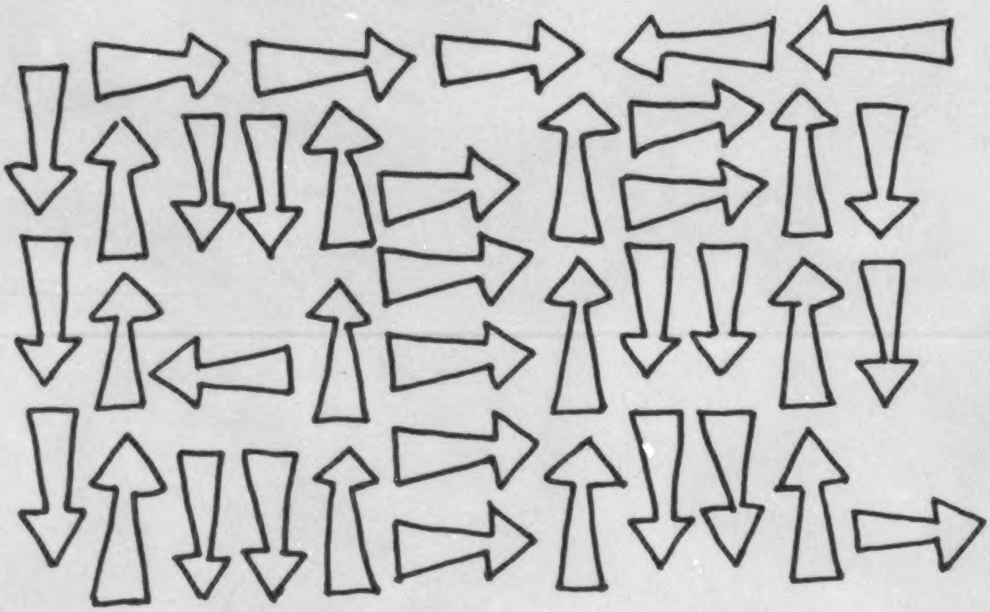

101
100
99
98
97
96
95
KANSAS
0 10 20 30 40 50
101
100
99
97
96
95
Longitude West of Greenwich

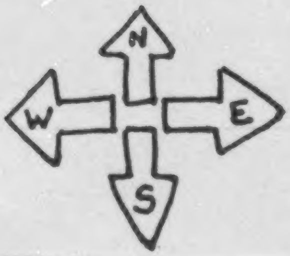
BEST COPY AVAILABLE

WICHITA, KANS.


WICHITA, KANSAS
SCALE IN MILES
0
1
2
1.6
0
1.6
3.2
SCALE IN KILOMETERS
TO HUTCHINSON
TO NEWTON
TO EL DORADO
TO KANSAS CITY & TOPEKA
TO OKLAHOMA CITY
TO WINFIELD
TO HARPER
TO DODGE CITY & LIBERAL
EAST-BOROUGH
OATVILLE
Arkansas River
Wichita State University
Wichita Municipal Airport
Mc Connell Air Force Base
DOWNTOWN MAP AREA
KANSAS TPK
KELLOGG
CENTRAL AVE
HARRY ST
PAWNEE
21ST ST
13TH ST
MAC ARTHUR ROAD
47TH ST
BROADWAY
HYDRAULIC
HILLSIDE
OLIVER
ROCK RD
WEST ST
N
Copyright AAA MCMLXXI

© AAA--Reproduced by Permission





CAN YOU COLOR IN THOSE ARROWS WHICH POINT IN A NORTHERN & A WESTERN DIRECTION AND CREATE A WORD ?

The following activities are printed in sets of 30 and are available in your building. These Scott, Foresman Company worksheets may be reordered from the Social Studies Department.

NAME ________________________________

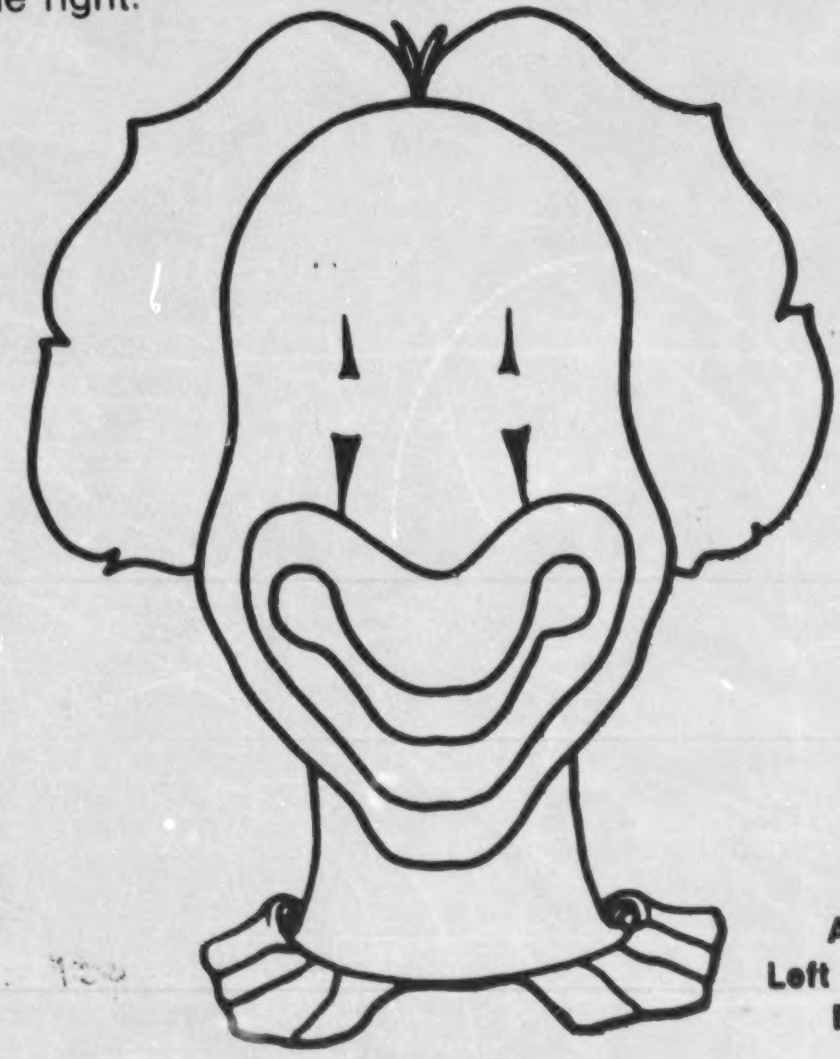
SSMG1-01

MASTER

1 The Clown's Face

Parts of the clown's face are missing. You will have to draw them on the face. Follow these directions: Draw a nose above the mouth. Draw two eyes above the nose, one to the left, the other to the right. Draw eyebrows above the eyes. Draw one ear on each side of the head.

Now, put the clown's make-up on by coloring the face!



Above
Left
Right
Below

Skill: Identifying relative location

© Scott, Foresman and Company

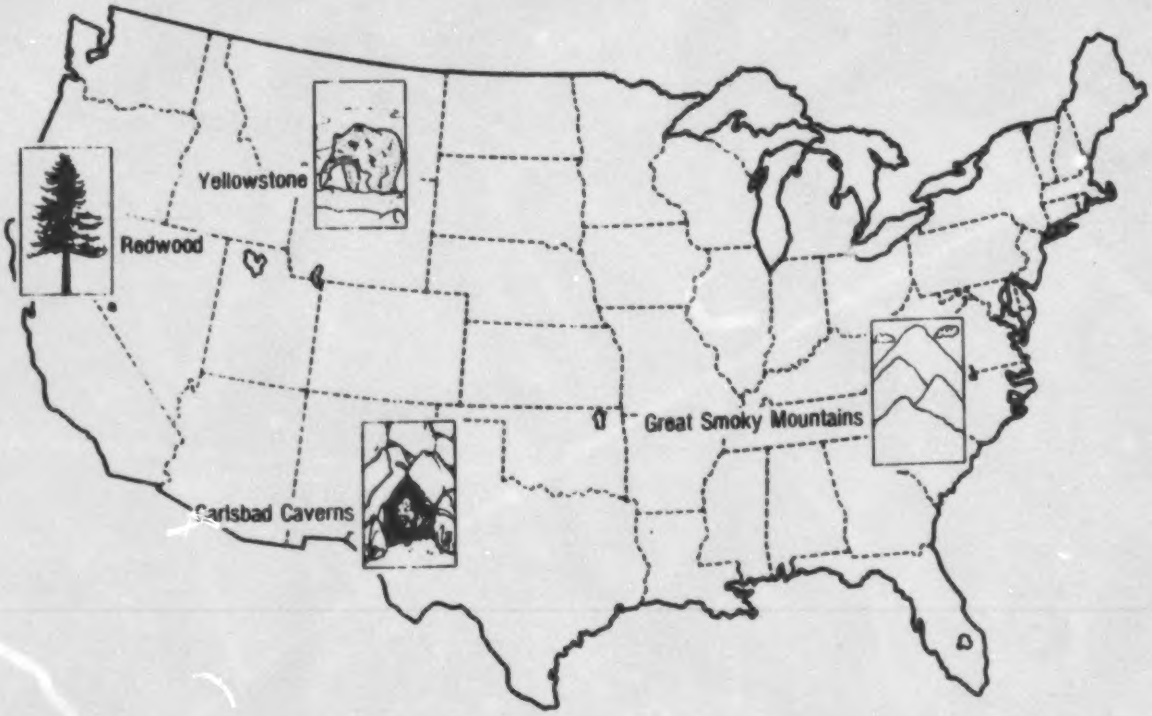
GRADE I
Unit IV - "Families And Places"
Introductory Activity

MASTER

SSMG1-02

2 Picture Maps

Drawings can help maps tell about places. On the map below are the names of some national parks. There are also drawings telling something special about the parks. Below the map are two lists. List 1 tells the parks' names. List 2 tells things they are famous for. Study the map. Then draw a line from each park in List 1 to the thing it is famous for in List 2.


Yellowstone
Redwood
Great Smoky Mountains
Carlsbad Caverns

List 1
- a. Yellowstone
- b. Carlsbad Caverns
- c. Redwood
- d. Great Smoky Mountains

List 2
- tree
- mountains
- bear
- cave

North
West
East
South

Skill: Using a picture map

©Scott, Foresman and Company

GRADE I
Unit IV - "Families And Places"
Activity 4 and 16

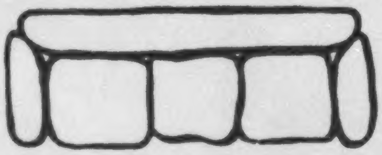
NAME ______________________________

MASTER

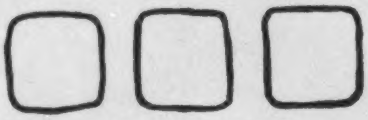
SSMG1-03

3 The Jeffersons' New Living room

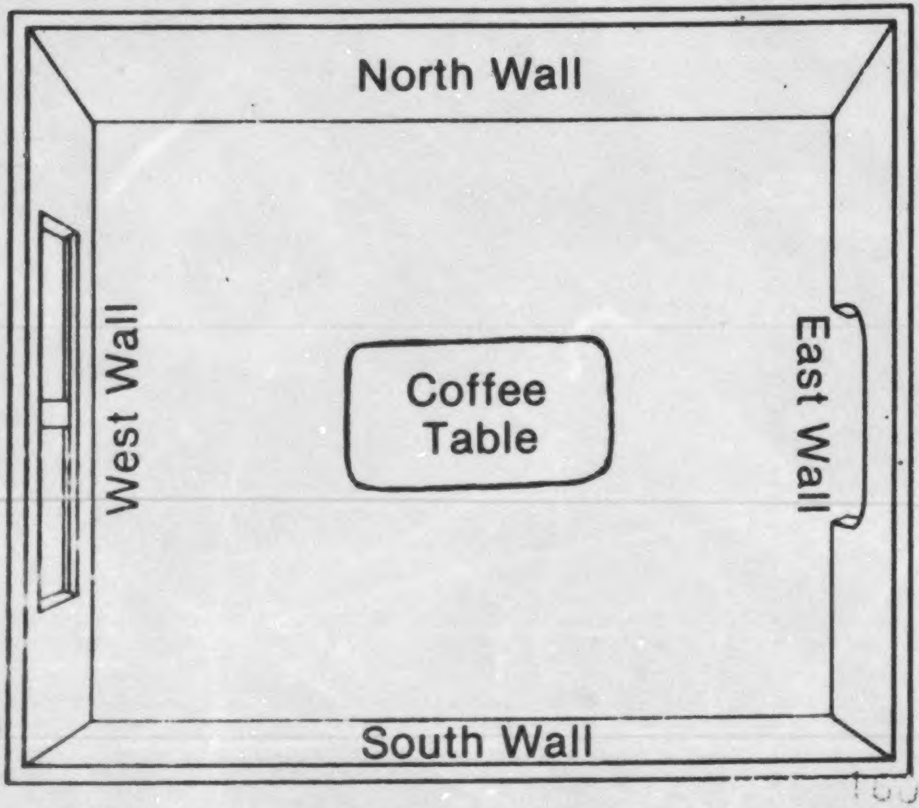
The Jeffersons have just moved to a new house. They have not placed their furniture yet. Draw a plan for their living room following these directions: Draw a sofa south of the coffee table. Draw two chairs to the north of the coffee table, one a little to the west, another a little to the east. Draw a lamp table between the two chairs. Draw lamp tables on the east and west sides of the sofa.

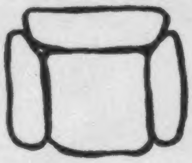


Sofa

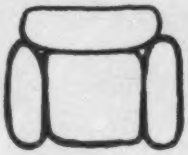


Lamp Tables





Chair



Chair

North
West -+- East
South

Skill: Identifying relative location

©Scott, Foresman and Company

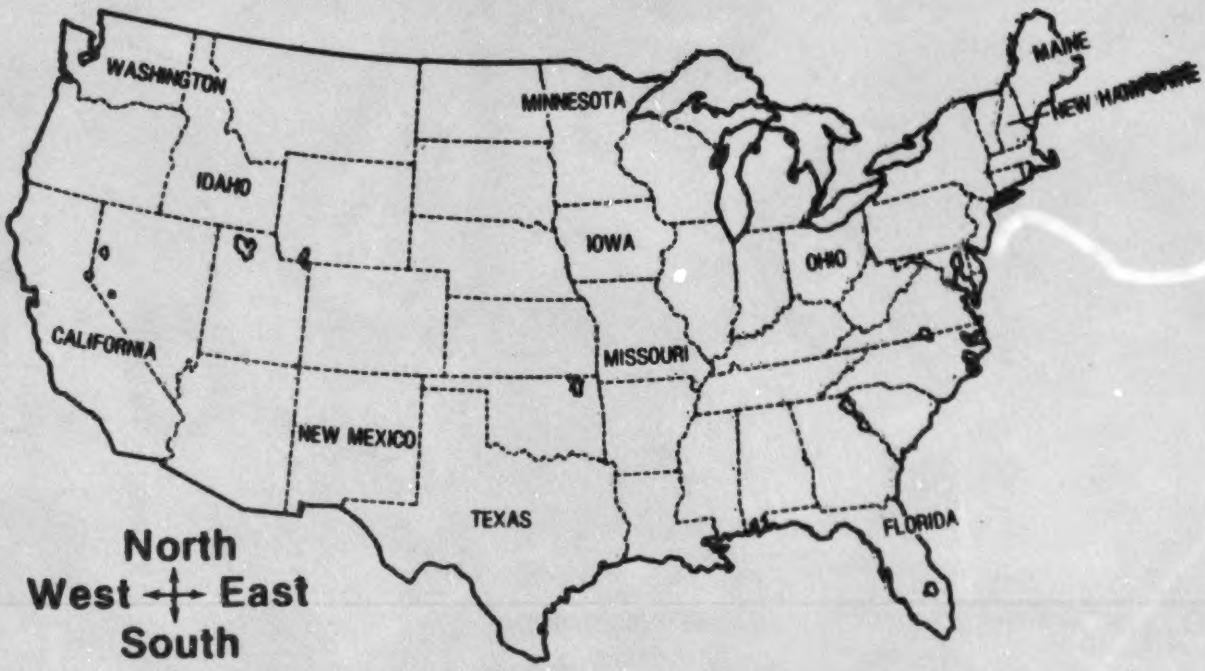
NAME ______________________________

SSMG1-04

MASTER

4 What Is Close? What Is Far?

Below is a map of most of the United States. Find Missouri on the map. Pretend you are in Missouri and need to know which states are close and which are far. Once you have decided on an answer, print the state's name on the line after each question.


WASHINGTON
MINNESOTA
MAINE
NEW HAMPSHIRE
IDAHO
IOWA
OHIO
CALIFORNIA
MISSOURI
NEW MEXICO
TEXAS
FLORIDA
North
West
East
South

1. Which state is closer to Missouri, California or Texas? ____________
2. Which state is farther from Missouri, Florida or Ohio? ____________
3. Which state is between Missouri and Minnesota? ____________
4. Which state is nearest Missouri, New Mexico, Idaho, or Maine? ____________
5. Which state is farthest from Missouri, Washington, Texas, or New Hampshire? ____________

Skill: Determining relative distance

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GRADE I
Unit IV - "Families And Places"
Activity 11

NAME ____________________

MASTER

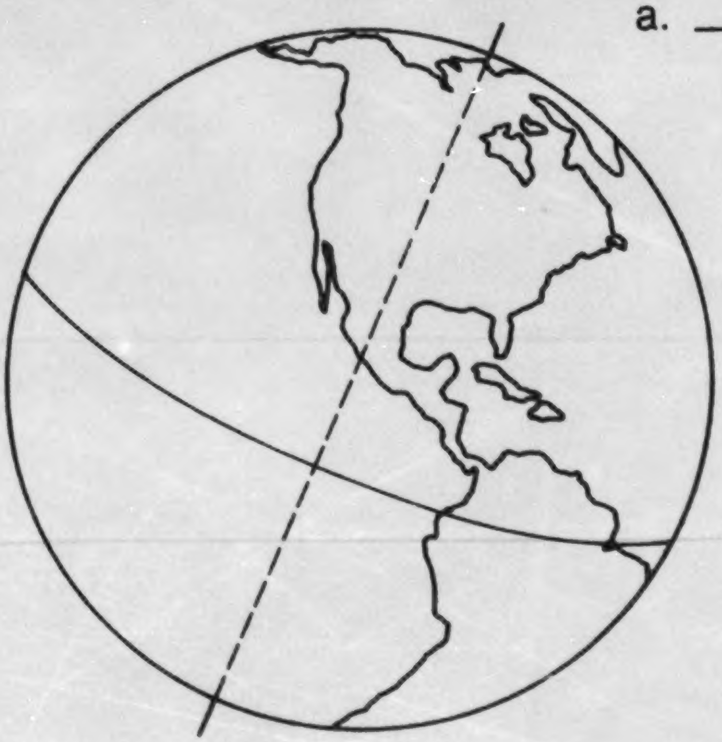
SSMG1-C5

5 An Imaginary Line

People use imaginary lines on maps and globes. These lines help them know directions. One imaginary line runs through the center of the Earth, from north to south. We call the place where the line "pops out" of the Earth in the north the North Pole. We call the place where it "pops out" in the south the South Pole.

Below is a globe. On it, you see a dotted line. Imagine that it runs through the Earth. You also see spaces to write the names of the two poles. Decide which end of the imaginary dotted line is the North Pole and which end is the South Pole. Write your answers in the spaces. Use the direction key for help.

a. ____________________



North
↕
South

b. ____________________

Skill: Identifying the North and South Poles
©Scott, Foresman and Company

GRADE I
Unit IV - "Families And Places"
Activity 14

NAME ______________________ ________

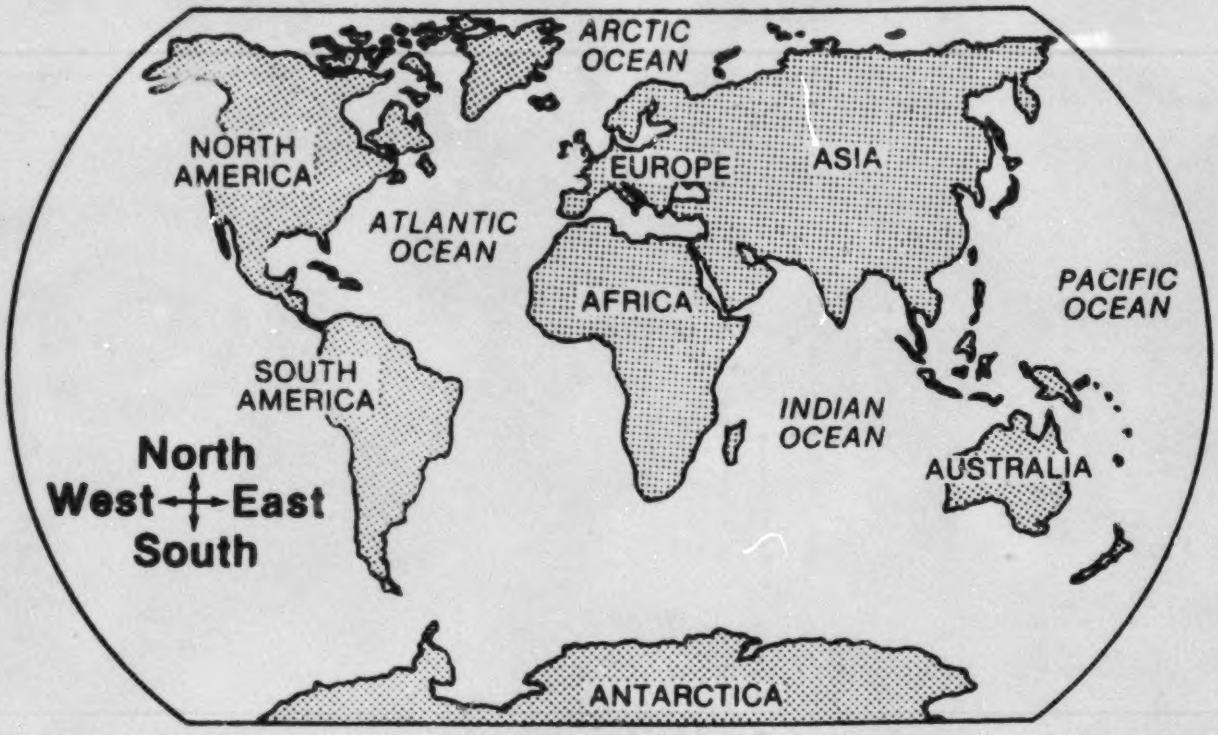
SSMG1- 6

MASTER

6 The World: Its Land and Its Oceans

Below is a map of the world. On it you see large pieces of land and large ocean areas. The land is shaded. The ocean is not.

Make two lists. On List 1, print the names of large pieces of land. On List 2, print the names of large ocean areas.


ARCTIC OCEAN
NORTH AMERICA
EUROPE
ASIA
ATLANTIC OCEAN
PACIFIC OCEAN
AFRICA
SOUTH AMERICA
INDIAN OCEAN
AUSTRALIA
North
West
East
South
ANTARCTICA

List 1 Pieces of Land

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________

List 2 Oceans

1. ______________________
2. ______________________
3. ______________________
4. ______________________

Skill: Identifying the world's land masses

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GRADE I
Unit IV - "Families And Places"
Activity 14

Families and Places

Bibliography

Books

Clark	The Desert People	Viking
Miles	Annie and The Old One	Little
Rinkoff	A Map Is A Picture	Crowell

Flat Pictures

SMC	Children of America	Children's World
SMC	Families Around the World	Silver Burdett
SMC	Family Lifestyles Around the World	Cook
SMC	Other People Around Me	Bowmar

Recordings (tape)

MTC	Human Relations (open ended stories)	International Teaching Tapes

Sound Filmstrips

SMC	Beginning Concepts 2	Scholastic
	Day Night Heavy Light	
	In Out Roundabout	
	Show Fast First Last	
	Ears Nose Fingers Toes	
	Kitten Pup Growing Up	
MTC	Career Development for Primary Grades	EMC
IMC FSR 0224	Children of the Plains Indians	
SMC	Exploring the Seasons	Imperial
SMC	Families Around the World	Field
SMC	Five Families	Scholastic
	Chinatown: The Yongs	
	Circus Family	
	Pinata: A Family in Phoenix	
	Together: A Family in New York City	
	Yah-a-tay: A Navajo Family	
MTC	Other People, Places, Things	Learning Tree
SMC	Six Families In The U.S.	EBE

Films

IMC 0906	Autumn Comes to the Forest
IMC 1409	Maps and Landmarks
IMC 1275	Maps Show Our Earth
IMC 0905	Spring Comes to the Forest
IMC 0385	Winter Comes to the Forest

Kits

IMC Kit 0582	Japanese Family
IMC Kit 0620	Telling Time
IMC Kit 0538	A Week In Daniel's World
IMC Kit 0536	A Week In Aya's World-Ivory Coast
IMC Kit 0535	A Week In Hagar's World-Israel

IMC Kit 0534	A Week In Robert's World-The South
IMC Kit 0537	A Week In Yani's World-Greece

Teacher Resources

Books

Cihak (MTC)	Games Children Should Play	Goodyear
Farnette (MTC)	People Need Each Other	Incentive

If a Nystrom Maps Show the Earth Kit is available in your building you may find the following information helpful.

LESSON PLAN AND TIME GUIDE

TITLE: Maps Show The Earth
(Primary map introduction unit of study.)

PREREQUISITES: none

DESCRIPTION: The Nystrom Maps Show The Earth program provides the format for this part of the study skill program. Contents include:

3 film strips with cassettes
12 study prints
20 flash cards
Set of label sheets for study prints
Folded floor map
Student workbook for each child
Teacher's guide

We will also use cassettes from the Where and Why tape program.

1. What is a Globe
2. What is a Map
3. Four Main Directions

PROGRAM CONTENT: There are 10 lessons in the Maps Show The Earth (MSE) kit. See the MSE teacher's guide and do the lessons 1 through 10 in sequence. Approximate amount of time needed to complete the MSE kit is 10-12 hours. This is followed by cassettes 1, 2, and 3 from the Where and Why unit of Level B. Addition of this cassette lesson on directions will add 1 hour to the program, making the total time of 11-13 hours.

TEACHING FORMAT: Assign each lesson in sequence to a one week period. Devote 15-20 minutes 3 or 4 times during these 5 days to accomplish the objectives as stated in the Maps Show The Earth teacher's guide. READ the MSE teacher's guide prior to each lesson. READ the Where and Why teacher's guide prior to the cassettes. Using this format, this part of the study skill program will take about 11 weeks.

SOCIAL STUDIES GRADE TWO CURRICULUM UNITS

I. WHAT IS A GOOD NEIGHBOR?

II. WHAT IS A NEIGHBORHOOD?

III. NEIGHBORHOODS CHANGE

IV. NEIGHBORHOODS WORK TOGETHER

V. PLACES IN THE NEIGHBORHOOD

VI. WORLD NEIGHBORHOODS

WHAT IS A GOOD NEIGHBOR?

Introduction:
Considering the social realities of today's world, special emphasis should be placed on keeping the neighborhood a pleasant place for everyone. Students should come to realize that a pleasant neighborhood can only be maintained if people are sensitive to the needs and concerns of others. Sources of conflict need to be identified, and ways of dealing with them need to be learned. In reality the neighborhood is a microcosm of the larger society.

Students need to realize that their interests are interrelated with the interests of others. This should allow them to more constructively contribute to the future well-being of the neighborhoods in which they live. This is one of the first, but very essential steps towards good citizenship.

Objectives:
The students will:

1. More clearly understand how he/she relates to the neighborhood and his/her worth to the neighborhood.
2. Be much more aware of contemporary social problems of the larger society as they relate to the neighborhood.
3. Acquire more responsible attitudes of good citizenship.

Activities

1. I Am Special
2. Three Characters
3. Potato Game
4. Improving Family Relations
5. Value Voting
6. Lend a Helping Hand
7. The New Neighbor
8. Valuing a Good Neighbor
9. Neighbors Work Together (The Cooperation Game)
10. Rules and Laws
11. Spin-a-yarn
12. Neighbors Cooperate
13. Role Playing

Activity 1: I Am Special

Overview:
This activity is designed to enhance the self concept of each child in the classroom.

Materials:
Teacher-made worksheet, similar to the following page.

Procedure:

1. The activity calls for a photograph to be taken of each child. Perhaps a polaroid camera would be the best means of obtaining these photos. Budget considerations are important and may be a determinate as to whether this activity is feasible.
2. The "I Am Special" form that follows might be replicated in one form or another and placed on the classroom bulletin board or across the top of the chalkboard in the classroom for other children to examine at their leisure.
3. The completed forms can also be used for class discussion relating to development of a positive self concept.
4. An alternative to this is to make a ten page booklet. Put a one sentence starter on each page. Children can draw a picture to illustrate their ideas.

Follow-up Activities:

1. Have children bring baby pictures to school. Display the pictures on a bulletin board without identification. Class may guess who is who.
2. Make "I am Thumbody Special" pictures. Use thumbprint art. Stress that no two people have the same print. We are all special and unique.
3. Draw names for "Student of the Week." Display on a bulletin board notes that children have written to the special student. Suggestions for the childrens notes include: Why I Like (child's name), How (child's name) helped in our room, A time when (child's name) cooperated in the classroom.
4. Class interviews. Children may enjoy interviewing each other or adults in the building. The teacher can prepare a worksheet upon which the children can take notes.

Resources:

Films

MTC	FSR	Someone Special-Me
MTC	FSR	Adventures in Self Awareness
IMC	FSR 0683	Getting Along With Others
IMC	0700	People Are Alike and Different
IMC	1446 or 1045	Free To Be You and Me

"I Am Special"

The child will discover his uniqueness and worth within the classroom.

Teacher: Give each child a full-sized page similar to the following:

I Am Special

Place a photograph of yourself
in the square across the page.

Now look at it awhile.

You are the only person in the whole world with that face. You're special. There is no one else anywhere with your mind, or your smile. You were made especially just to be you, and that makes you very important--important to your friends and family,to yourself, and to the whole world.

You are special, one of a kind, like a diamond or a great painting.

As you fill in the blanks across the page, you'll begin to see how special you are. No one else can fill your place in the world.

Look at yourself in your mirror for awhile and think about who you are. Say your name out loud. Smile at yourself. You're a very special person.

I wish that...

Someday I'd like to be...

I'd like to travel to...

My hobbies are...

The most unique thing about me...

(Child's Photograph)

My name is...

I weigh... My height... My age...

My hair color is... My eyes are...

My school is...

My favorite subject is...

My worst subject is...

My favorite sport is...

My favorite food is...

My favorite place is...

My favorite person is...

My least favorite person is a person who...

My favorite daydream is...

I´m especially good at...

The things that make me happiest...

Activity 2: Three Characters (Self-concept Activity)

Materials and Preparation:
Teacher may wish to duplicate this activity on individual sheets, or use as a class discussion on values.

Procedure:

1. Ask the students:
    a. If you could not be yourself, who would you most like to be?...
    b. Least like to be?...
    c. What is the name of a character who is most like you?...
    d. Why would you like to be these persons?...

Activity 3: Potato Game

Overview:
The child will become more aware and observant of differences in the human environment and exercise skills in group problem solving.

Materials and Preparation:
Peanuts, pine cones, rocks or potatoes - at least one for every participant.
Physical setting - sitting on floor in circles of six or less.

Procedure:

1. Place enough potatoes in the center of a circle of students - so everyone, including yourself, has one potato. Tell everyone to get to know their potato. Ask questions:
    a. What does the potato look like?
    b. Does it have any bruises, bumps, scars?
    c. Examine your potato very carefully and be able to introduce your potato to your neighbor.
2. Ask the children follow your example of introducing potatoes as Mr. Eight Eyes, Scar Face, Ms. Multi-Bumps, to their neighbors on each side of them in the circle. (take turns)
3. Now place the potatoes back in the center of the circle. Mix them up and allow time for everyone to find "his" or "her" own potato.
4. Tell the students to close their eyes and determine what their potato feels like. Ask:
    a. Do you feel the ridges and valleys?
    b. Are there any noticeable marks that you can feel?
    c. Do you think you could pick your potato out of many in the dark?
5. Have everybody place their potato back in the center of the circle and mix them up. Be sure that this time there are exactly the same amount of potatoes as people participating. Either have the children close their eyes or blindfold them and instruct them to reach into the middle and pick up a potato. On your cue, they are to pass the potatoes from left to right. When they believe they have their own potato they are to put it in their lap and continue to pass potatoes that are passed to them.

Resources.
Activity Cards
MTC *The Values Corner - An Independent Learning Center*

Follow-up Activities:

1. Ask: Isn't it good that although each of these potatoes look like potatoes, they are still quite different with many different things about them? The potatoes are like people, they are alike in many ways and also very different.
2. The teacher might wish to ask the children to make a list of ways people are alike and ways that they are different.

Activity 4: Improving Family Relations

Overview:
The student will become more aware of the feelings and rights of others.

Materials and Preparation:
Teacher will duplicate copies of these activities for each student. These could be used as an individual activity, or used as discussion sheets in a small group setting.

Procedure:
Distribute copies of "Ways I Could Help Each Day"

1. Ways I could help each day:
   My Mother
   My Father
   My Grandparents
   My Neighbor
2. It's my room... and I will:
   Make my bed
   Play music softly
   Keep clothes picked up
   Keep junk picked up
   Clean
   Other
3. I have thought about it and here are some nice things I can say to my brother/sister:
   a.
   b.
   c.
4. Now that I've thought about it, my parents are not pleased with:
   a.
   b.
   c.
   So I plan to:
   a.
   b.
   c.

Follow-up Activities:
Within a few days, divide into small groups again and discuss the results of trying these ideas at home. Appoint a group leader to lead the discussion and report any improvements to the class. Pictures could be drawn about "Ways I Could Help Each Day."

Resources:
Films
IMC 0813 *Families*
IMC 1081 *Families Get Angry*

Activity 5: Value Voting

Overview:
The student will examine his own feelings in relation to the rights of others.

Materials and Preparation:
Teacher should use the following list of statements to encourage students to make some value judgements.

Procedure:
Explain to the students that they will hear a list of statements to which they will vote *yes*, *no*, or *undecided.*

Do you have a pet at home?
Do you have a favorite TV star?
Would you like to live on a farm?
Do you like chocolate ice cream?
Do you think school is fun?
Do you wish you could stay up late at night?
Would you rather go to the movies than to school?
Do you like to be teased?
Do you receive an allowance?
Would you like to change your home?
Do you think there should be stricter rules on the playground?
Do you think that you should have to do work around your home?
Do you wish you could go on a long trip?
Do you think school is important?
Would you rather have a favorite book given to you than have a dollar bill given to you?

Activity 6: Lend a Helping Hand

Overview:
The student will understand some basic elements of good citizenship by determining now he/she can contribute to the neighborhood.

Materials and Preparation:
Construction paper
Scissors
Crayons or paint
Yarn or string

Procedure:
1. Precede this activity with a discussion about what makes someone a good neighbor. Allow students time to share experiences about their own neighbors, and state why they consider some neighbors to be "good neighbors."
2. Extend the discussion by having the students list ways they could be

helpful and be a good neighbor. Suggest ways they could be of help in their neighborhood. A few examples are: picking up trash, helping with yard work, running errands, and helping sick people.

3. Have each student cut two large hands from construction paper. On one hand they should draw someone they feel is a good neighbor. On the other hand the student should draw something they could do to help that neighbor. Connect the hands together with yarn. Display the hands on a bulletin board, or send them home as reminders to be good neighbors.

Follow-up Activities:

1. Have students draw around their own hands, cut them out, and use them as a border for a bulletin board entitled "Let's Join Hands and Help Our Neighbors."
2. The students should decorate the bulletin board with pictures or paintings of neighbors helping each other.
3. Under teacher direction, the students could write a chart story about being a good citizen in the neighborhood. After the story has been written, have the students draw around their hands, and paste these around the story.
4. Make posters of ways to help each other.
5. Children could choose from some teacher selected activities or one actual activity they could do to help.
   - a. Clean up the school yard.
   - b. Tutor some kindergarteners.
   - c. Help the custodian clean the lunchroom, or the restrooms.
   - d. Adopt a nursing home (call the Red Cross to help you set this up).
6. Hold a Second Grade Pride Week, in which they work on keeping the room, themselves, and the halls neat, clean and attractive.
7. Hold a Help At Home Week. Have parent write a note about how the child helped at home. Display the notes on a bulletin board.

Resources:

Films

IMC 1813 School Lunchroom Manners
IMC 0567 Good Citizens

Record

SMC Charlie And The Chocolate Factory

Activity 7: The New Neighbor

Overview:

Children will learn how to assist a new student or visitor to the school.

Procedure:

When new persons come to your school they sometimes have a hard time finding their way.

- a. Ask some friends to pretend they are new to your school.
- b. Give them directions that will tell them how to get to the office.
- c. Give them directions to get to the playground.
- d. Give them directions to the place where you eat lunch.
- e. Ask what you could say to make the new person feel welcome.

Follow-up Activities:

1. Have pupils practice in assisting a new visitor to school.
2. What would you do to assist someone who just moved next door?
3. Role play: Ask the children to take turns playing the part of a new neighbor who just came to the school for a visit.
4. Make invitations or write letters to invite a visitor or visitors to the classroom. Children can plan activities to entertain the visitor or show them what activities they are working on in school. Children could give their visitors a tour of the classroom or school building.

Resources:

Films

IMC	VTC	1411	The New Kid
IMC		0610	Courtesy for Beginners

Activity 8: Valuing A Good Neighbor

Overview:

The students will acquire a sense of understanding of his/her rights and responsibilities toward others.

Materials and Preparation:

The teacher should prepare a duplicated sheet with several open-ended value statements pertaining to being a good neighbor. Use the answer sheet providing a continuim of values through the selection of faces. This gives as honest an opinion as possible.

1. We just won the game.
2. Someone won't play with you.
3. A classmate pushes you down.
4. Our vacation is only two weeks away.
5. A teacher yells at you for running in the hall
6. A large dog chases you.
7. You are invited to a party.
8. Your father buys you a new toy.
9. It is your first day in a new school.
10. You got a good grade on your math test.

Resources:

Filmstrip and tape

MTC Tales of the Wise Old Owl

Activity 9: Neighbors Work Together (The Cooperation Game)

Overview:
This is a task learning game where the task itself is not as important as what the group can learn from the task. Cooperation, giving, sharing, awareness, and sensitivity toward the needs of others are concepts that need to be emphasized in groups and this game can help in these areas.

When the game is completed the leader can ask questions such as: How did members feel when someone held a piece needed for the solution of another square? How did you feel when a member completed his square and then sat back satisfied? How did you feel when a member completed his square with a piece that you needed to complete your square? How did you feel when you broke up your completed square? How did you feel about the member who couldn´t see the solution to his square?

Materials and Preparation:
Use construction paper, or colored folders. For each group of five children you will need one set of five squares. Make each square a different color. Lightly label the pieces of each square as shown in the diagram. Cut them out. You will need five envelopes for each group of children. Label the envelopes A-E. In envelope A put pieces I, H, E. In envelope B put pieces A, A, A, C. In envelope C put pieces A, J. In Envelope D put pieces D, F. In envelope E, put pieces G, B, F, C. Erase the letters on the pieces, and mark them with the letter on the envelope. On the envelope write the number of pieces that should be in each envelope. This helps when returning the pieces at the end of the activity.

Procedure:
Each person should have an envelope containing pieces for forming squares. The task of the group is to form five squares of equal size. The task is not accomplished until each participant has a completed square and all squares are the same size.

Rules: No participant may speak. No participant may ask for a piece or in any way signal that he wants one. Participants may _give_ pieces to the others and they must _take_ them. Members must do their own work and not construct another´s square. REMEMBER, NO TALKING.

Resources:

MTC FS w/tapes	_Citizenship Adventures of the Lollipop Dragon_
IMC VTC 0567	_Good Citizens_

Activity 10: Rules and Laws

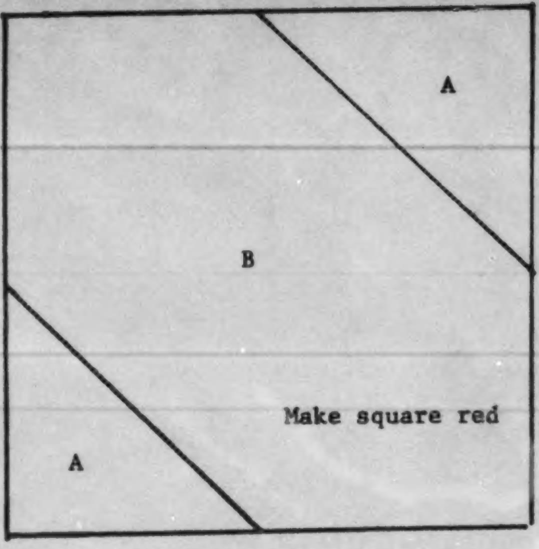
Overview:
The student will more fully appreciate the need for rules.

Procedure:
1. To illustrate the importance of rules, have the class play a game familiar to all of them, or divide the class into small groups and have them invent a game to play for a specific length of time.
2. Discuss about rules:
   a. What were the rules of your game?
   b. Were the rules decided before you started to play or did you make

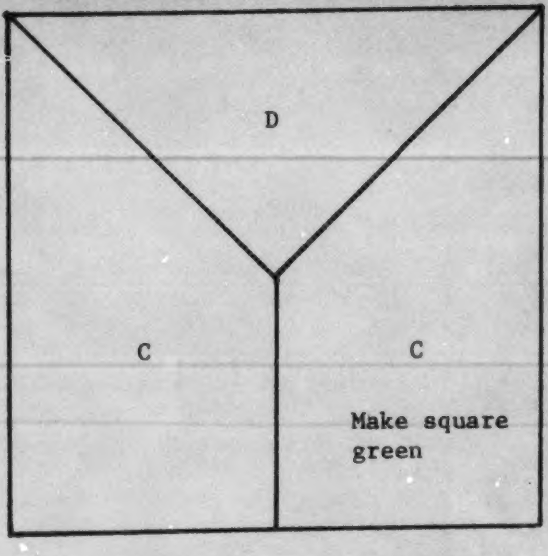
them up as you went along?
- c. Were any changes made in the rules as you played? Why?
- d. Did you have any arguments about rules?
- e. Try to play without the rules. Why are rules necessary?

Follow-up Activities:

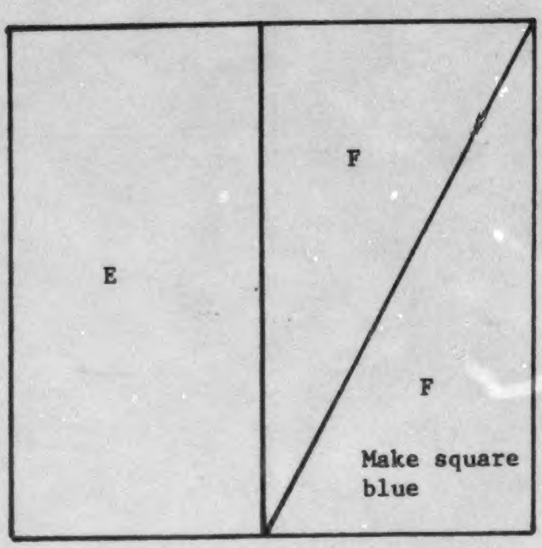
1. To show a concrete example of the need to enforce rules, leave the classroom for a few moments and return unexpectedly. Ask the class what happened when you were away. Can learning take place without some rules?
2. Role play an arrest. Have two children role play a scene between a police officer and shoplifter. Repeat the scene with the two children exchanging roles. Point out that the police officer enforced the law. Discuss shoplifting laws and why these laws are necessarily enforced. Ask how it feels to be a police officer and how it feels to be a shoplifter.
3. Use the USD 259 Police-School Liaison Program, 268-4207. Arrange for a liaison officer to come to the classroom.
4. Draw pictures of how the police officer helps us when he enforces a law. Have the children imagine he, his parents, or a neighbor is the police officer.
5. Have small groups complete the rules chart on the following page.



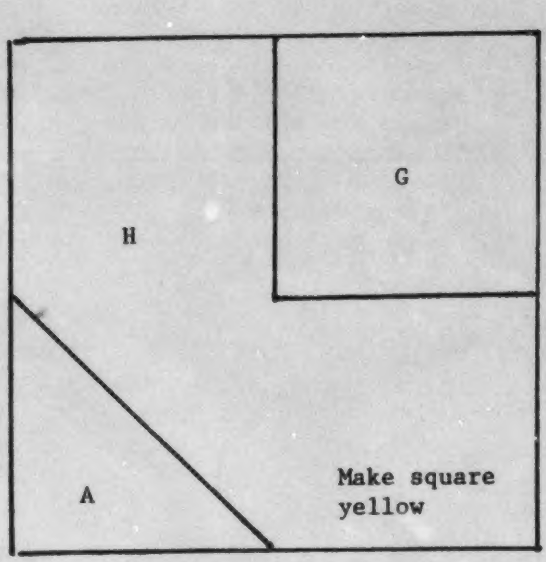
Make square red



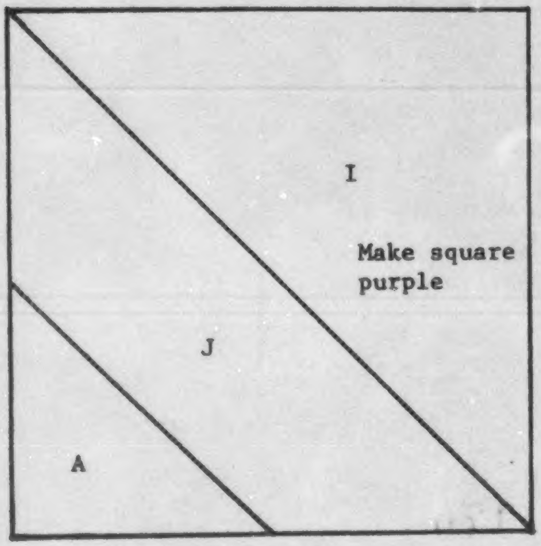
Make square green



Make square blue



Make square yellow



Make square purple

The squares are 6" x 6" and the multiples are 3". There are several possible combinations that can be constructed but there is only one possible that will make five squares.

Rules Chart

Instruct the children to work in small groups to identify and list certain rules that they must respect and obey, tell why these rules are important, and list the penalty for breaking the rule. After the charts are completed ask the children to report their findings to the whole class.

RULES AT HOME	WHY RULE IS IMPORTANT	PENALTY FOR BREAKING RULE
1.		
2.		
3.		
4.		

RULES AT SCHOOL	WHY RULE IS IMPORTANT	PENALTY FOR BREAKING RULE
1.		
2.		
3.		
4.		

RULES IN THE NEIGHBORHOOD	WHY RULE IS IMPORTANT	PENALTY FOR BREAKING RULE
1.		
2.		
3.		
4.		

Resources:

IMC VTC 1563	People In Government
IMC KIT 0225	The Policeman and His Work
MTC FS w/tapes	Sue The Blue Kangaroo (includes activity books)
IMC FSR 0993	What Do We Do About Rules
IMC F 0389	What Liberty and Justice Mean
MTC FS w/tapes	Winnie The Witch-Stories About Values

Activity 11: Spin A Yarn

Overview:
The students will participate in a cooperative verbal story and learn his/her worth to the story and will gain a clearer idea of his/her responsibility to others.

Materials and Preparation:
A piece of yarn or string long enough to make a large circle (15 to 20 feet) of approximately 8 to 10 children. Each child holds on to the circle of yarn as he/she sits in the circle.

Procedure:

1. Have students sit in a circle.
2. A student at one end of the yarn begins to tell a tale while winding the yarn around his/her finger. When he/she winds the yarn up to the next person the ball is passed on to the person on the right and that person continues with the tale until he/she winds his/her portion of the yarn.
3. The yarn ball will grow as the tale continues to unfold. The person at the end may conclude the story, or the story may continue around the circle a second time.

Activity 12: Neighbors Cooperate

Overview:
The students will begin to acquire an appreciation of the rights of others and a deeper responsibility toward others, which are two very important aspects of good citizenship.

Materials and Preparation:
Writing paper for each group
Several story starters about neighborhood conflicts or concerns

Procedure:

1. Divide children into small groups. Provide each group with a story starter.
2. Sample story starters:
    a. While playing with your friends, your baseball goes through a neighbor's window. What will you and your friends do?
    b. One of your neighbors works all night and sleeps during the day. What can you and your friends do to see that the neighbor is not disburbed?
    c. Some of your neighbors are elderly and have problems keeping their house and lawn in proper order. What can you do to help them?
    d. Last night someone threw a sack full of cans and bottles on your

street. The trash isn't in your yard. What will you do?

3. Children should discuss alternative solutions in their groups and share their ideas with other class members.

Activity 13: Role Playing

Overview:
Children will experience what it's like to lose their vision, be in a wheelchair, or need crutches.

Materials and Preparation:
Blindfold, wheelchair, crutches, old sheet, wooden block

Procedure:

1. Establish partners. Blindfold one of each set of partners and the other will act as a helper. Wheelchair or crutches could be used if available. Reverse roles.
2. Have student or students put an arm in a sling and try to perform some regular daily activities.
3. To experience what it's like to walk with a limp, tie the wooden block under a student's foot using pieces of an old sheet.
4. Children can then discuss how they felt during these experiences.

Follow-up Activities:

Field Trips:	Foundation For The Blind Braille Program at Kelly Elementary School Therapy Department at St. Francis Hospital

What Is a Good Neighbor?

Bibliography

Flat Pictures		
MTC	Learning About Citizenship	Cook
Sound Filmstrips		
MTC	Adventures in Self Awareness	SVE
MTC	Citizenship Adventures of the Lollipop Dragon	SVE
IMC 0683	Getting Along With Others	
SMC	Me, Myself and I What About Other People? What Can I Do About It? Others...	
MTC	Someone Special - Me	SVE
MTC	Sue the Blue Kangaroo	Amidon
MTC	Tales of the Wise Old Owl	SVE
IMC 0993	What Do We Do About Rules	
MTC	Winnie the Witch - Stories About Values	SVE
Films		
IMC 0610	Courtesy For Beginners	
IMC 1813	Families	
IMC 1081	Families Get Angry	
IMC 9567	Good Citizens	
IMC 0700	People Are Alike and Different	
IMC 1813	School Lunchroom Manners	
IMC 0389	What Liberty and Justice Mean	
Video Tape Cassettes		
IMC VTC 1446	Free To Be You and Me	
IMC VTC 1563	People In Government	
IMC VTC 1411	The New Kid	
Kits		
IMC 0225	The Policeman and His Work	
Activity Cards		
MTC	Rainbow ABC's Multicultural Human Relations Activities	Creative Teaching
MTC	The Values Corner - An Independent Learning Center	Winston
Recordings		
SMC	Charlie and the Chocolate Factory	Caedman

WHAT IS A NEIGHBORHOOD?

Introduction:

All neighborhoods are made up of land, streets, buildings and people. Each neighborhood has unique characteristics. Most children in cities and towns can consider their neighborhood to be the area that is within walking distance of their home. For rural children, their neighborhood will cover a much larger area with fewer people. Neighborhoods can include friends′ homes, parks, stores, schools, and churches, but all neighborhoods are different.

Objectives:

The pupils will learn:

1. To identify a neighborhood and its characteristics.
2. To be able to identify the differences between environments in urban neighborhoods and (country) rural neighborhoods.
3. To map a small neighborhood including the basic characteristics of the neighborhood.

Activities:

1. Take a Look At Your Neighborhood
2. Building A Neighborhood
3. City Scenes
4. Come To the Farm
5. Farm or City
6. Flash Card Farm and City
7. Farm and City Collage
8. TV Strip

Activity 1: Take a Look At Your Neighborhood

Overview:
This should be an introductory discussion time to encourage children to examine their own neighborhood.

Materials and Preparation:
Teacher's guide for discussion questions

Procedure:
Teacher will ask the following questions to stimulate discussion of the various neighborhoods from which the students come:

"Is your neighborhood flat or hilly, rocky or smooth?"
"Are the buildings old or new?"
"Are the streets narrow or wide, smooth or bumpy, straight or winding?"
"Are there trees, lawns and shrubs?"
"What kinds of jobs do the people have?"
"Do the people get along together?"
"Are there any special problems in your neighborhood?"

Follow-up Activities:
1. Children will draw and color pictures of their favorite part of the neighborhood.
2. Using chalkboard or large butcher paper, the children can draw a map of the buildings on their street.
3. Picture things that can be done in the city but not in the country. Contrast city and country neighborhoods.

Resource:
IMC F 0574 *What Is a Neighborhood?*

Activity 2: Building a Neighborhood

Overview:
This activity could be "ongoing" in relation to other activities relating to neighborhoods.

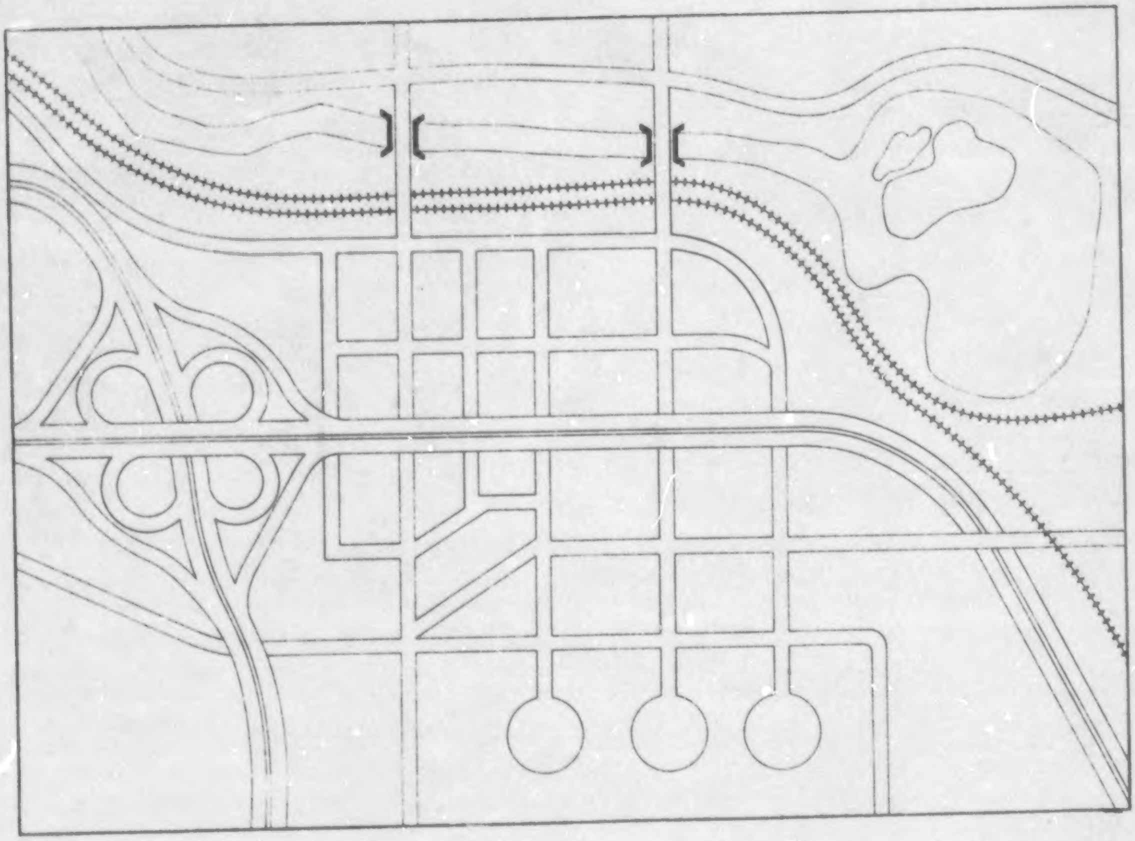
Materials and Preparation:
- Milk cartons
- Toothpicks
- Wood scraps
- Paint
- Tag board, 24" x 36"
- Glue
- Popsicle sticks

Procedure:
1. Divide children into "committees" (4-6 each) and give each committee one piece of tag board. They should be given instructions to draw and paint streets, yards, streams, bridges, expressways, etc., and build a neighborhood.
2. Use milk cartons, popsicle sticks, toothpicks and wood scraps for buildings, etc.

Resource:

SMC FSC What is a Community Series

Floor Map



SAMPLE LAYOUT OF "BUILD YOUR NEIGHBORHOOD" BOARD

This is a floor map. It is on page 41 in the Nystrom Maps Show The Earth Teacher's Guide. Check in your school library for the Nystrom Primary Kit. If not available in your library, check with the Social Studies Education office, 268-7821.

Activity 3: City Scenes

Materials and Preparation:

Copy of the poem "City Child"
Old magazines
Scissors
Glue or paste
Large manila paper

Procedure:

1. Read the poem "City Child" to the pupils, reminding them to listen for things that describe the city. Instruct them to draw a picture of the city as described in the poem.
2. After discussing the poem, list on chart paper the ideas the pupils come up with that describe a city neighborhood.
3. Have the children cut from old magazines, pictures that depict city neighborhoods. These should be combined to make a city collage.

City Child

by Lois Lenski

The sidewalk is my yard,
The lamp post is my tree;
Up three long flights of stairs,
My home is flat 4-C.

The fire escape is my porch,
Where clothes hang out to dry;
All day the noise and rush,
All night the trains go by.

Tall buildings all around,
Reach up and shadow me;
Sometimes the great big sun
Comes peeping round to see.

All day the people pass,
They hurry as they go;
But when they are my friends,
They stop and say hello.

Follow-up Activities:

1. To make pupils more aware that there are different kinds of neighborhoods in big cities, the children can form small groups to perform skits related to specific neighborhood issues. For example: (a) neighbors upset about the run-down condition of one neighbors home, (b) the bus company has stopped service or a nearby bus route so neighborhood workers have a difficult time getting to work, etc.
2. To make pupils aware of the different types of transportation in a city, pupils could compile a chart entitled, "How Our Parents Get To Work Everyday." A picture of a bus, a pair of

shoes, an automobile, a taxi could each head a column.
3. Read or show the film, Evan's Corner. Conduct a class discussion about the crowded conditions in some city neighborhoods.
4. Ask the students to bring seeds from home. Make an indoor garden.

Resources:

IMC Film 0127	The City
SMC FSR	A Child's Life In The Big City

Books

SMC Clymer	The Big Pile of Dirt
SMC Lexau	Benjie On His Own
SMC Tresselt	It's Time Now
SMC Hopkins	This Street's For Me
SMC Howell	A Crack In the Pavement

Activity 4: Come To The Farm

Overview:
The student will understand that farms are areas of land, usually in the country, where plants (crops) and animals are raised. They should also become more aware of some differences and similarities between rural and urban life.

Procedure:
Take a trip to a local farm or visit the farm section of the children's zoo. Point out and discuss with the children the different parts of the farm (farmhouse, barn, silo, pen, fence, coop, pasture, barnyard), the different animals, and each animal's characteristics. Direct the children's attention to the sound each animal makes, its movements, and its body covering. Count the animals of each type and count the legs of each type of animal. When you return to school, discuss with the children what they saw. Have each child pantomime an animal and see if the other children can identify it.

Follow-up Activities:
1. Let the children take turns showing their perceptions of the life of a farm family. For example:
   a. Feeding the animals
   b. Gathering vegetables
   c. Working in the garden
   d. Riding the tractor or harvester
   e. Collecting eggs
   f. Milking the cows
   g. Repairing farm buildings
   h. Having fun at home and with friends
   i. Going to school
   j. Going shopping in town
   k. Attending the county or state fair
   l. Helping neighbors
   m. Practicing good conservation methods
2. After the role playing is completed, have the children try to describe life on a farm. Make a list of their ideas. Using a book about farmers (e.g. Little Farm, by Lois Lenski) check the children's ideas with those described in the book. Redefine the roles with the children. Let them compare their original ideas with those they have now. Do not fail to include the many modern conveniences that are enjoyed by rural and urban

people alike.

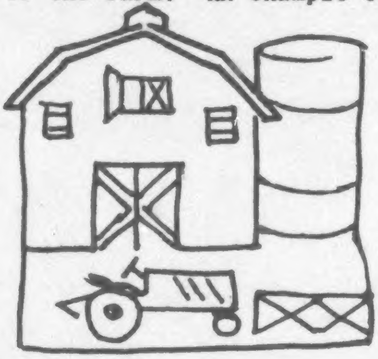
3. Sing "The Farmer In the Dell" and play the game with the children.
4. Show pictures of farms to the children and let them discuss the pictures. Attention should be paid to avoiding sex-role stereotyping.
5. Read Old McDonald Had a Farm, by M. Crawford (Golden Press) and have the children supply the sounds of the animals. Teach the children the song.
6. "What Would a Cow Say?" The teacher should duplicate the activity below and distribute copies to the students:

Make a list of things a cow
might say to a group of picnickers,
sitting in a field enjoying a lunch
of cheese, crackers and fruit.

You might want to draw a cartoon
to go along with one of your ideas.

"Moo-oove out of here!"

7. Make a class farm-shaped book entitled: "Our Visit To The Farm" and compile the pupil's stories, pictures, poems, etc., which resulted from their trip to the farm. An example of a farm-shaped book is shown below.



8. Listen to a record or tape on farm sounds. This may be checked out at the Murdock Teacher Center.
9. Art Activity - Make a seed collage. Various seeds can be obtained from a grain elevator. Mount the seeds on boards the children have sanded and stained.
10. Play farm animal game. Pin pictures of animals on the backs of children. They ask questions of other children to determine what kind of an animal they are. Final clue might be the sound the animal makes.
11. Make butter using heavy whipping cream and salt in a baby food jar. Chill the jars and add a small portion of cream and a dash of salt. Each child shakes his jar until it turns to butter. Serve on crackers. A butter-making kit is available from the Dairy Council.
12. Let each child make ice cream. Collect enough 6 oz. metal juice cans and plastic containers (2 lb. margarine tubs or gallon milk jugs) for each student.

Ice Cream
3 cups milk
1 1/2 cup half and half
1/4 teaspoon salt
1 1/2 teaspoon vanilla

Mix together. Put about 1/4 cup of the mixture in a metal juice can. Put the can in a plastic container. Put ice and ice cream salt around the can. Stir the ice cream mixture until it freezes. It should freeze in 10 minutes if you have enough ice and salt.

13. Have the children invent their own farm machine. Tell them to create a machine for the future. Draw and paint the machine. Have the children print (or the teacher may print) their explanation of the machine. Be sure to tell the job it can do and how it will help in the future.
14. After visiting a wheat farm, the children might enjoy growing some wheat or sprouting the seeds to eat. The sprouts make a nourishing snack.
15. Create a farm mural.

Resources:

Films

IMC	FSR	Life In Rural America
IMC	1589	Farms In The Fall
IMC	1587	Farms In The Spring
IMC	1588	Farms In The Summer
IMC	1590	Farms In The Winter
IMC	0409	The Dairy Farmer
IMC	FSR 0260	The Corn Farmer
IMC	VTC 1826	Growing Up On A Farm Today
IMC	VTC 0050	The Poultry Farmer
IMC	VTC 1808	Hey Cow
IMC	VTC 1177	Milk From Farm To You
IMC	VTC 0270	Uncle Jim's Dairy Farm
SMC	FSR	The Dairy Farm and The Dairy
SMC		Life On A Dairy Farm
SMC		My Home and Me
SMC		Six Families In the U.S.

Books

Animals For Me, Lois Lenski
Don't Count Your Chickens, Ingri Aulaire
Country Fireman, Jerrold Beim
Red Rooster, Edna Boutwell
Kristie and The Colt, Emma Brock
I Know A Farm, Ethey Collier
Summer Is Fun, Lavinia Davis
Farmer And His Cows, Louise Floetle
And A Sunflower Grew, Aileen Fisler
Farm Animals, Marguerite Gayer
Big Red Barn, Margaret Wise Brown

Activity 5: Farm or City

Overview:

The children will identify similarities and differences between the city and the farm.

Materials and Preparation:
Teacher will write the following terms on chart paper:

farm
freeway
garden
theater
livestock
shopping center
pond
gravel road
elevator
wire fence
apartment
grocery store
mail carrier
city
barn
sidewalk
museum
coliseum
silo
traffic jam
well
library
taxi
motel
supermarket
postman
pasture
skyscraper
pigpen
school
tractor
hotel
flower bed
subway
porch
air conditioning
shopping mall
pharmacy
combine
stadium
plow
asphalt highway
escalator
concert hall
parking lot
corral
balcony
office building
movie theater
factory
canal route
wheat field

Procedure:

1. Discuss the meaning of each term. Use pictures to help children understand the concepts.
2. Divide the class into 2 groups - one city, one farm. As the terms are read, if it applies to the city, the group designated as city should stand. If it applies to the farm, the designated farm group will stand. If the term could apply to either, everyone stands. Make certain that the children understand that people in rural areas enjoy many of the same things and share many of the same problems as urban people.

Follow-up Activity:
Field trip to Schweiter Technical School to tour the nursery. Children may plant a small terrarium made from a two liter bottle. Contact Schweiter Technical School 265-0771, 1400 George Washington Drive.

Activity 6: Flash Card Farm or City

Overview:
Children will learn farm and city terms.

Materials and Preparation:
Flash cards with city and farm terms on them.

Procedure:
Cards are in a corner of the room. One or more children sort cards into farm or city stacks.

Activity 7: Farm and City Collage

Overview:
Reinforce facts relative to life on the farm and life in the city.

Materials and Preparation:
Old magazines, poster board or paper.

Procedure:
Divide the students into groups. Each small group will produce a collage.

Activity 8: TV Strip

Overview:
Children will gain a better understanding of city and farm life.

Materials and Preparation:
Rods, box, and roll paper

Procedure:
Divide the students into small groups. Each group will make a TV strip of pictures and words showing a city neighborhood and another strip showing a farm neighborhood. Roll the pictures and watch TV.

Resources:

SMC Record	*Strawberry Girl*
SMC Book	*City Boy-Country Boy,* Schlein

What is a Neighborhood?

Bibliography

Books		
Aulaire	Don't Count Your Chicks	Doubleday
Bell	Mountain Boy	Viking
Beim	Country Fireman	Morrow
Boutwell	Red Rooster	Alladin
Brock	Kristie and The Colt	Knopf
Caudill	A Pocketful of Cricket	Holt
Clymer	Big Red Barn	Scott
Clymer	The Big Pile of Dirt	Holt
Collier	I Know a Farm	Scott
Craig	The New Boy On The Sidewalk	Norton
Davis	Summer Is Fun	Doubleday
Fisher	And A Sunflower Grew	Bowmar
Floethe	Farmer and His Cows	Scribner
Gayer	Farm Animals	Rand
Haywood	Two and Two Are Four	Harcourt
Hopkins	This Street's For Me	Crown
Howell	A Crack In The Pavement	Atheneum
Ipcar	Brown Cow Farm	Doubleday
Ipcar	Ten Big Farms	Knopf
Kingman	Peter's Long Walk	Doubleday
Lenski	Animals For Me	Oxford
Lexau	Benjie On His Own	Dial
Merrill	Tell Me About The Cowbarn, Daddy	Scott
Moore	I Thought I Heard The City	Atheneum
Schlein	City Boy, Country Boy	Children's Press
Tresselt	It's Time Now	Lothrop
Flat Pictures		
SMC	The Farm	Grosseck
Sound Filmstrips		
SMC	A Child's Life In The Big City	Hudson
SMC	Let's Explore The City	
SMC	Life In Rural America The Family Farm Others	National Geographic
SMC	Life On A Dairy Farm	Dairy Council
SMC	My Home and Me My City Home My Ranch Home Others	
SMC	Six Families in the U. S. The Pattersons Live On A Farm Others	EBE
IMC 0260	The Corn Farmer	
SMC	The Dairy Farm and the Dairy	BFA
SMC	What Is A Community?	BFA

Films

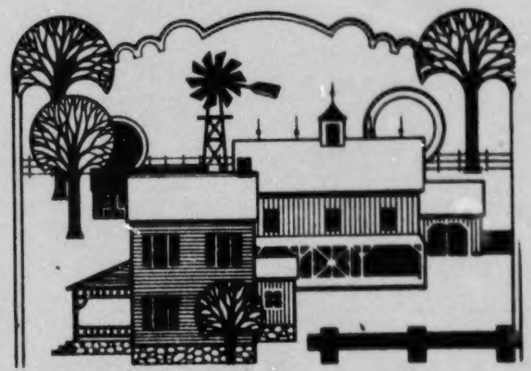
IMC 1589	Farms In The Fall
IMC 1588	Farms In The Spring
IMC 1587	Farms In The Summer
IMC 1590	Farms In The Winter
IMC 0127	The City
IMC 0409	The Dairy Farm
IMC 0574	What Is A Neighborhood?

Video Tape Cassettes

IMC VTC 1826	Growing Up On A Farm Today
IMC VTC 1808	Hey Cow
IMC VTC 1177	Milk From Farm To You
IMC VTC 0050	The Poultry Farmer
IMC VTC 0270	Uncle Jim's Dairy Farm

Recordings

SMC Miller	Strawberry Girl



NEIGHBORHOODS CHANGE

Introduction:

Neighborhoods are in a constant state of change. Neighborhoods change when there are changes in land use, buildings, streets and roads, or people. It is important that students are aware that there are needs for certain changes in the neighborhood, and that problems may result from change. Neighborhoods must develop constructive methods for dealing with their changing environment in order to bring about positive outcomes, and improve their lifestyles.

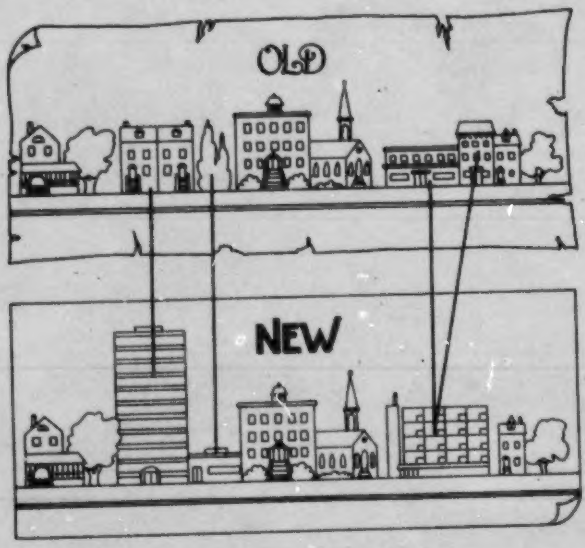
Objectives:

The student will:

1. Gain a clear understanding of the concept of time.
2. Gain a greater understanding and appreciation for historical events and how they contribute to our society.
3. Become aware of the need for change.
4. Learn how to more adequately cope with change.

Activities:

1. When We Were Very Young - Interviewing Senior Citizens
2. Then and Now
3. My Neighborhood - When I Grow Up
4. A Look Into The Future - A Time Capsule
5. Using Sears & Roebuck
6. Transportation Vocabulary Activity
7. Transportation Reports
8. Early Transportation
9. Field Trip to Wichita's Historical Cowtown
10. Futuristic Activity
11. Field Trip to Historical Museum



Activity 1: When We Were Very Young - Interviewing Senior Citizens

Overview:
Children will understand something about what life was like fifty or sixty years ago.

Materials and Preparation:
Paper
Pencil
Tape recorder (optional)

Procedure:
1. Discuss with the children the areas in which they are most interested as they interview senior citizens about life 50 or 60 years ago. Try to agree on some questions that everyone would like to ask. Here are some ideas:
   Schools: What were they like? Did students study the same subjects as we do today? Did classrooms look different?
   Houses: Were they comfortable? What did they have that houses today don't have? What didn't they have?
   Fun: What did young people do for fun? Did they do anything people today don't do? Did they play any games that people play now?
   Work: Did everybody work? Were jobs different?
   Transportation: How did people usually get from one place to another? How did they get to school?
2. Each child should plan to interview one or two senior citizens - people in their sixties or older. When the interviews are completed compare answers. Answer together:
   a. What do you think are the biggest differences between today and 50 or 60 years ago?
   b. Can you guess why things have changed?
3. Another option would be to have a senior citizen visit and have the whole class interview him or her. The teacher can help the children decide on questions to have ready for the interview.
4. This could be correlated with Gran Celebration Day.

Activity 2: Then and Now

Overview:
Often adults informally relate to children about their own childhood experiences. This activity suggests that these experiences are an important way for children to gain a clearer perspective of the concepts of time and the change process.

Procedure:
1. The children should ask their parent(s) the question: "What did you do for fun when you were my age?" The children should then draw pictures representing the answers they receive.
2. Pictures should be placed on a bulletin board labeled "Ways Our Parents Had Fun."
3. The children should then be asked to draw pictures of their favorite ways of having fun. The childrens' pictorial responses should be posted opposite the adult responses and the differences and similarities should be discussed.

4. A willing parent may be invited to come in and answer the group's questions.

Follow-up Activities:

1. Have children work with parents to complete a family tree. Sample on following page.
2. Have children bring pictures of Wichita that were taken 5/10 years ago. Compare them with the same area as it looks today.

Activity 3 My Neighborhood - When I Grow Up

Overview:
Children will understand changes in neighborhoods.

Materials and Preparation:
Pencil and paper
Tape recorder (optional)

Procedure:

1. Have the children write a letter or a statement telling about their neighborhood as it will be when they grow up. They can either write their letters or statements or record these ideas with a tape recorder. Have students compare their statements about the future by sharing them with their classmates. How are the children's perceptions alike? How are they different?
2. Ideas that might be shared in the responses of the children:
   a. What my neighborhood is like. How has it changed since school days?
   b. Whether the air, water, and land are better or worse than they were in the past. Why?
   c. How do people now in the neighborhood make a living?
   d. Are people crowded together or spread out?
   e. Are there any open areas or parks?
   f. Has transportation changed?
   g. Are there more or fewer cars? Why?
3. Children may wish to draw pictures of what they think their neighborhood will be like when they grow up.

Resource:
IMC FSR 0941 *The City Changes*

Activity 4: A Look Into The Future - A Time Capsule

Materials and Preparation:
Box or container
String
Crayons or colored pencils
Objects for a time capsule
Scissors
Paper

Procedure:

1. Divide the children into small groups.
2. Students should discuss which objects we use today that will show or

tell something about the time we live in and our current lifestyles. If the real objects can't be included, children can draw and color a picture of them. Some examples of things that might be included are: a talking doll, a newspaper, pictures of buildings, a pop bottle, picture of a television sets, picture of a camera, picture of a cat, a map, pictures of popular foods, books, pictures of famous people, pictures of money and an airplane.

3. Students should write a brief description of each object and why it has been included. What would the object tell people of the future?
4. Each group should share with the class the articles they have chosen for their time capsule. How many articles are the same?
5. Put all your articles in a box and seal it. Label it "Time Capsule for (year)" "Not To Be Opened Until (date)" and store it in a safe place.

Resource:
MTC FSR *The American City - Problems and Promise*

Activity 5: Using Sears & Roebuck

Overview:
Children will understand how prices have changed.

Materials and Preparation:
Find a replica of a very old Sears & Roebuck Catalog, or an "old" catalog published at least ten years ago. (See bibliography for information on how to obtain old catalog.) Find a new Sears Catalog. Locate similar items in each catalog that children can compare.

Procedure:
1. Display a particular page from each catalog showing the similar items:
   a. Have the children write the costs of the relatively same items of yesterday and today.
   b. Write the page number, catalog number, and price of each item.
   c. Ask children which catalog had the higher price.
   d. Ask children, "If you had $10.00 to spend, in which catalog would you be able to purchase the most?"
2. The above activity could be done in small groups or as a learning center.

Follow-up Activities:
1. Look through the catalog for more items to compare.
2. Ask children: "Pretend you want to dress comfortably for the upcoming season. Buy needed clothing for one day. Total the amount you would spend in the old catalog and in the new.

Activity 6: Transportation Vocabulary Activity

Overview:
To expand the understanding of these terms.

Materials and Preparation:
The teacher should make 3" x 5" cards with these words:
bicycle bus train truck car airplane

Procedure:

Use or read the following riddles and compose others:

a. I have two wheels, I am a (blank).
b. I have four wheels. I travel on streets and highways. You pay to ride on me. I am a (blank).
c. I am sometimes long. I am sometimes short. You can eat and sleep on me. I travel on a track. I am a (blank).
d. I carry food and heavy things from one place to another. I travel on roads and highways. I am a (blank).
e. Your family might take me to go on a vacation. I have 4 wheels and a fifth one your father might steer. I am a (blank).
f. I only stop in larger cities. I need lots of room to stop. I travel long distances in a short time. I am a (blank).

Follow-up Activities:

1. Plan a travel show using toy vehicles brought to school by children.
2. Write short stories about toy vehicles.
3. Distribute My Transportation Report forms.

Activity 7: Transportation Reports

Overview:

To better understand ways of travel.

Materials and Preparation:

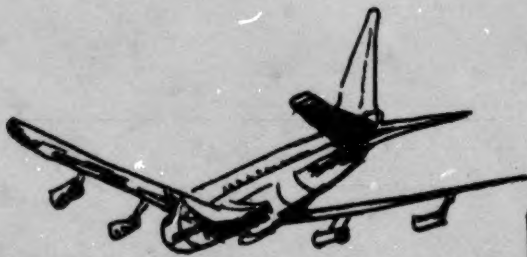
Pencil
Paper

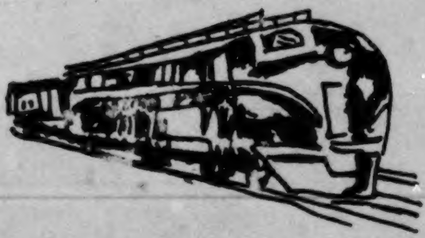
Procedure:

1. Using a beginning encyclopedia such as Compton's Preencyclopedia, picture books, flat pictures, resource books, and filmstrips, let the children explore the ways to move things or people.
2. Let the children write what they learned on the "My Transportation Report" sheet and share orally with the class.

Name ____________________

My Transportation Report





Follow-up Activities:

1. Let the children make a class picture book of transportation by cutting pictures from magazines, catalogs, or brochures, and paste them on colored construction paper. When completed, the pages could then be punched and placed in a three-ring notebook.
2. Make a talking mural showing various means of transportation. Put them in the correct time period. Have the people and vehicles speak by drawing cartoon-like bubbles. Have the children include information in the bubbles to correlate with the specific time period.
3. If one of the children's parents works for a transportation company, invite the parent to visit the classroom in uniform. Let the children ask them questions about their job.
4. Have the children design and draw modes of transportation for the future. They can write stories about their vehicle or write a paragraph describing their vehicle.

Resource:

IMC	Film 1808	Highway Builders
SMC	Record	Moving Goods For People In The City

TRANSPORTATION PUZZLE

A	V	X	I	D	I	F	C	R	M	A
B	R	F	S	U	W	X	B	O	Z	I
A	H	E	L	I	C	O	P	T	E	R
B	C	R	X	Y	P	B	L	R	G	P
U	E	R	H	K	N	I	O	A	A	L
S	X	Y	G	R	N	C	D	I	B	A
S	U	B	W	A	Y	Y	S	N	M	N
O	M	O	T	O	R	C	Y	C	L	E
X	I	A	U	P	H	L	V	C	A	R
Z	O	T	A	X	I	E	R	I	Z	Z

Find each of the following words in the above puzzle and draw a ring around each word.

SUBWAY

TAXI

TRAIN

BICYCLE

FERRYBOAT

CAR

BUS

AIRPLANE

MOTORCYCLE

HELICOPTER

Activity 8: Early Transportation

Overview:
Children will gain an understanding of how transportation has developed over the years.

Materials and Preparation:
Pictures of horse and buggy, locomotive, bicycle, antique automobiles, antique airplanes and modern automobiles, trains, and airplanes, etc.
Make a transportation time line by displaying the pictures from left to right, oldest to newest.

Procedure:
1. In large groups, discuss reasons for the changes.
2. Draw pictures to illustrate a favorite method of transportation.
3. Draw pictures to illustrate answers to questions asked by the teacher referring to the time line display.
4. Make a mural depicting ways "we" might have traveled in years past.

Follow-up Activities:
Locate the following on a map of Wichita: train depot, bus depot, airport, highways, etc.

Additional resources:

SMC	Flat Picture	*Transportation*
SMC	Film Strip	*Air Travel Today*

Activity 9: Field Trip to Wichita's Old Cowtown Museum
(Teaching in the Little Red Schoolhouse)

Overview:
Children will be able to experience school life of early days.

Materials and Preparation:
Reservation of the "Little Red Schoolhouse" through the Office of Museum Programs 268-7752.
Transportation to Cowtown (automobiles or bus)
Use of pictures from *The Story Of Wichita* through teachers of grade 3.
Exhibit Panel #6, *Early Wichita,* available from Museum Programs Office.
You may wish to dress for the occasion.

Procedure:
1. Teach reading, writing, and arithmetic...in the crude construction of this old schoolhouse. Recall the strict discipline of early days in education.
2. Use the McDuffy Readers provided for reading lessons.
3. Use the individual lap slates for writing, as pens and paper were expensive and rare.
4. Explain that there was only one teacher per school and he/she taught all grades and performed the duties of the principal and custodian. Show the stove that the teacher stoked before the children came to school.

Follow-up Activities:

1. Recess may be taken outside and include a tour of several buildings on the premises: fire station, jail, Munger House...
2. Invite an elderly citizen in your community to tell about school experiences.
3. Tour your own school building and note the differences.
4. Write/draw pictures of schools/houses today and pictures of Cowtown buildings. Compare the two.
5. Make horn books using white paper, clear plastic tape, and cardboard.
6. Draw pictures of "If I Had Lived in Early Wichita." Make a mural about pioneer Kansas.

Activity 10: Futuristic Activity

Overview:

To develop a creative outlook on the future.

Materials and Preparation:

Worksheet
Pencil
Manila Paper
Crayons

Procedure:

1. Imagining the future is an activity that can call forth new "mind pictures" relating to the whole change process. Ask the children to imagine that they are in a futuristic setting, in the year 2200 on earth or another planet.
2. After they have completed the following worksheets ask them to share their thoughts and feelings. Also ask them to explain why they think things will be as they have described.
3. Draw pictures of themselves far in the future - futuristic murals.

"Person In The Year 2200"

1. MY NAME IS: ______________________

2. I WAS BORN IN: ______________________

3. I LIVE: ______________________

____

4. I LOOK LIKE: ______________________

____

5. MY SPECIAL POWERS ARE: ______________________

____

6. MY PETS ARE: ______________________

____

7. I MOVE AROUND BY: ______________________

____

AND SPEAK BY: ______________________

____

8. I THINK PEOPLE ON EARTH ARE: ______________________

____

9. MY JOB IS: ______________________

____

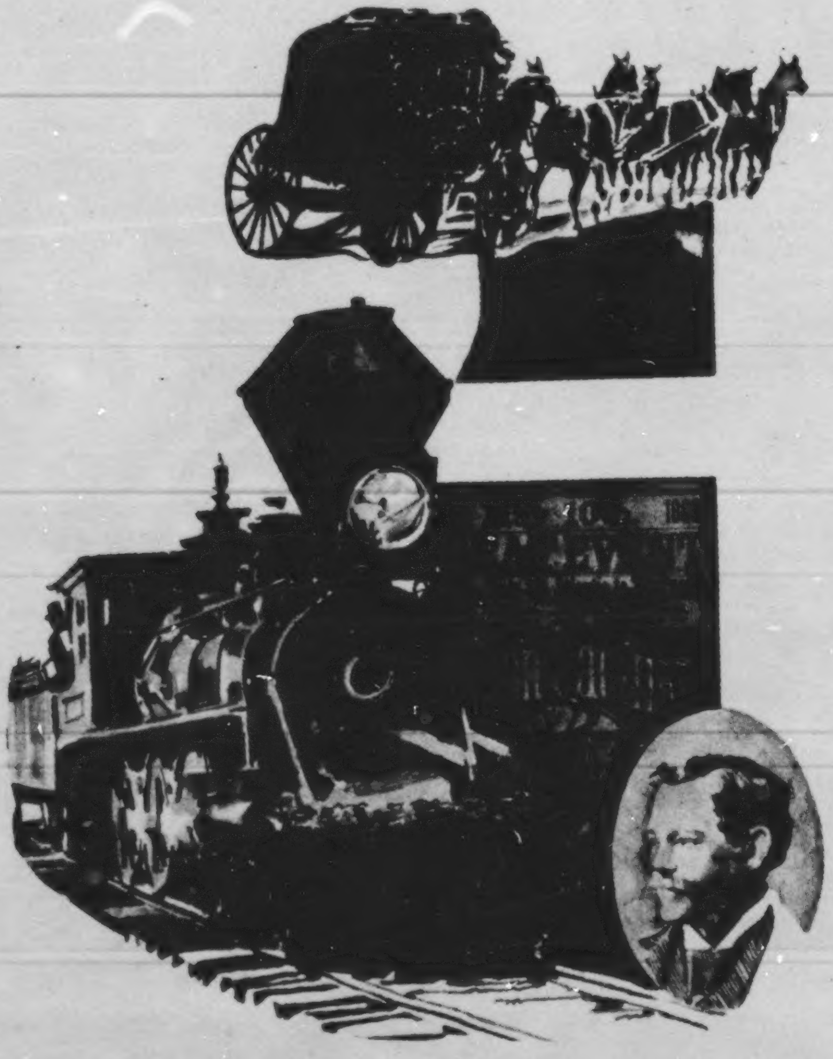
10. THIS IS A PICTURE OF ME AND MY HOME:

Activity 11: Field Trip to Historical Museum

Overview:
Children will gain an understanding of a child's life in early America.

Materials and Preparation:
Call and arrange for a time to visit the Historical Museum at 204 North Main, 265-3205.

Procedure:
1. Tour the "Children's World" section of the museum.
2. Divide the children into small groups for instruction in fastening high-top shoes, spinning tops, and playing marbles.
3. Back at school, hold a discussion of the differences between "then" and "now."



Neighborhoods Change

Bibliography

Books		
Alexander	ABC of Cars and Trucks	Doubleday
Beim	Country Train	Morrow
Brown	Big Rig	Coward
Bulla	Down The Mississippi	Crowell
Burton	The Little House	Houghton
Burton	Maybelle, The Cable Car	Houghton
Cameron	Big Book of Real Trains	Grossett
Crews	Freight Train	Greenwillow Press
Crews	Truck	Greenwillow Press
Zaffo	Big Book of Real Boats and Ships	Grossett
Zaffo	Big Book of Real Trucks	Grossett
Flat Pictures		
SMC	Communities Provide Services	SVE
SMC	Transportation	Northwood
Recordings		
SMC	Moving Goods For People In The City	SVE
SMC	Urban Panorama (with poster)	National Dairy Council
Sound Filmstrips		
SMC	A Child's Life In The Big City	Hudson
SMC	Air Travel Today	SVE
MTC	The American City, Problems And Promise	National Geographic
IMC FSR 0941	The City Changes	
Films		
IMC 1808	Highway Builders	

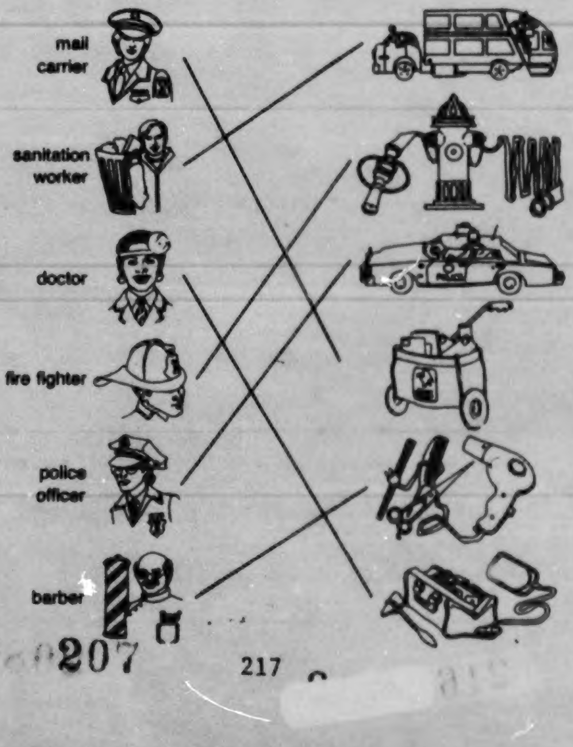
NEIGHBORS WORK TOGETHER

Introduction:
People work to earn money to buy things they need such as food, clothing, and housing. The neighborhood serves an important function by providing places where people can work and buy items they want and need. Items are valued because of their scarcity.

Each job and each worker is important. We need everyone to help in his/her own way and do what he/she does best. We depend on each other for services we need. A neighborhood needs lots of people to get things done.

Objectives:
1. To help students more clearly understand the relationship between needs, wants, income and work.
2. To help students understand the kinds of work done in the neighborhood.
3. To understand that people work to fill wants and needs.
4. To more clearly illustrate the concept of "scarcity."

Activities:
1. Things I Want
2. Who Would You Call?
3. Reverse Musical Chairs Game
4. Job Charades
5. Work and People
6. Making Pop-up Puppets
7. Money To Spend
8. Making Wampum
9. Stores In Your Neighborhood
10. The Mail Carrier



Activity 1: Things I Want

Overview:
Apply the concept of scarcity to everyday experiences and understand why things "cost."

Vocabulary:
Work, job, pay, learn, save, loan, expensive, spend, buy, sell, paycheck, payday, sale, check, bank, money, coins, change, barter, income, bargain.

Procedure:
1. Have the children look through old magazines and cut out pictures of things they would really like to buy. Estimate the cost of some of the most commonly chosen items and have the children suggest jobs they might do to earn money for the purchase.
2. Take one child's group of items, estimate the total cost, and help the class figure how long it would take to earn enough money for the purchase.
3. The concept of scarcity is illustrated in many school-related situations that should be used, if the occasion arises. Some of these situations might be:
   a. Not having enough paper towels when children wash their hands before lunch.
   b. Not having the correct color or size of paper to do an art project.
   c. Not having enough cards or pieces to play a particular game.
   d. Not having enough space on the playground during a play period.
   e. Not having enough time to complete a particular classroom activity.
4. During discussion on scarcity the teacher can encourage the children to re-evaluate the scarcity situations and offer solutions.

Resource:
MTC Film & Tape Winnie The Pooh and The Value Of Things

Activity 2: Who Would You Call?

Overview:
Children will learn who to call in an emergency.

Materials and Preparation:
Phone book
Worksheet
Pencil

Procedure:
1. Have the children find the answers to the questions on the worksheet.
2. The following questions may be used in one of several ways.
   a. As a worksheet activity.
   b. In a "game" situation with several small groups of children working together.
   c. As a discussion guide (teacher directed).

Who would you call if:

1. You need an ambulance in a hurry?
2. Your neighbor's house is on fire?
3. Someone broke into your home?
4. Your water pipes broke?
5. You need a new pair of shoes?
6. Your parents' car broke down?
7. Your family is going to move and you need someone to move your furniture?
8. You need to let someone at school know you are sick?

Resources

Films

IMC 0061	A Community Keeps House
IMC VTC 1953	Everyone Helps In The Community
IMC 1608	Toward A Better City
IMC FSR 1244	Workers Depend On Each Other
IMC FSR 1175	Working Together On Man's Earth
IMC 9559	Yours, Mine, and Ours

Activity 3: Reverse Musical Chairs Game

Overview:
To develop a better understanding of conservation and the economic concept of "scarcity."

Materials and Preparation:
Six chairs placed in the front of the room
A record player or tape player
Recorded music

Procedure:

1. The game of Reverse Musical Chairs can be used to illustrate the concept of scarcity. The game begins with an equal number of children and chairs, about six of each. When the music stops the first time each child will have a chair. This illustrates that all needs and wants are satisfied.
2. Next, add one child, adjusting the situation so that when the music stops one child will be left without a chair. (A want or need is not satisfied.) The teacher can ask the children what should be done with the child left standing. The children might suggest sharing.
3. Continue the game, adding one more child each time. Remember after

each of the following rounds, to ask the question, "What should be done with the children left standing?" As more children are left standing with their wants unsatisfied, the seated children may become less willing to share and may even refuse to share. At this time the teacher should ask:

a. "What was 'scarce' during our game?"
b. "Why did the chairs become more scarce as the game kept going?"
c. "Why didn't sharing work as we added more children (wants) to the game?"
d. "What else could we have done to decide who got the chairs?"

Activity 4: Job Charades

Overview:
The children will be able to identify different characteristics connected with the various jobs and the contributions to the neighborhood made by the people who have these jobs.

Materials and Preparation:
Cards
Pencils

Procedure:

1. Write the names of many different jobs on cards. Put one job on each card.
2. Also write the names of the jobs on the chalkboard.
3. Mix up all the cards and place them face down in a pile.
4. Choose a student to be first. The student takes the top card and acts out the job for the class, being careful not to speak.
5. The class tries to guess the job. When the job has been guessed, the student who acted tells why the job is important.
6. Take turns acting out the following suggested jobs:

Street Cleaner
Farmer
Traffic Officer
Doctor
Bus Driver
Zoo Employee
Secretary
Window Washer
Carpenter
Dentist
Barber
Ice-cream Cone Maker
Teacher

Career Education materials can provide additional information on this topic.

Additional Resources:
KPTS - Instructional Television, Channel 8, Wichita, Kansas has two very fine Social Studies Programs:

Under The Blue Umbrella - one semester of programs - 15 minutes per week, Introduces students to various places, institutions, and ways of working and living.

Two Cents' Worth - One semester of programs - 15 minutes per week helps children acquire particular skills in history, political science, geography, economics, anthropology, and sociology.

MTC Activity Cards *The Lollipop Dragon*
MTC Film and Tape *World of Work-Adventures of Lollipop Dragon*

Activity 5: Work and People

Overview:
To reinforce the understanding of the types of work people do.

Materials and Preparation:
Secure pictures of workers and make a circle from tag board with slots in it to hold the pictures. Fasten an arrow spinner in the center of the circle with a large paper fastener.

Procedure:

1. Introduce the game wheel and tell the students that they will each get a turn to spin the wheel and tell what type of work the people in the picture are doing.
2. Teams may be formed and a team would receive one point for each correct answer.
3. When a picture is correctly identified, remove it and replace it with another picture.
4. At the end of the game, count the number of pictures each team has and the one with the most will be the winning team. Possible types of workers:

Baker
Mail Carrier
Nurse
Doctor
Police Officer
Fire Fighter
Mechanic
Pilot

(A variation may be to use different tools of different professions and their uses.)

Follow-up Activity:

1. Visit a fire station.
2. During an election year, visit a local headquarters for a congressman. Follow the visit with a voting unit. Make a life size voting booth and ask the Wichita Eagle-Beacon for materials. Have the students register to vote, make campaign buttons and posters. Use Telezonia (from Southwestern Bell) with real telephones to practice calling adults to remind them to vote. You could actually call people and remind them to vote. Hold a classroom and school election.

Resources:

MTC	Filmstrip and Tape	People Serving Your Community
IMC	Film 0890	Why People Have Special Jobs
IMC	Film 9480	The Mailman
IMC	Film 1602	Why Mothers Work
IMC	Film 9170	The Fireman
IMC	VTC 1978	Jobs In The City
IMC	Kit 0428	Let's Meet The Doctor
IMC	Kit 0226	Mailman and His Work
IMC	Kit 0434	My Father Works
IMC	Kit 0427	Fireman and His Work

Flat Pictures

MTC

Learning About Citizenship

Book
Lenski

Policeman Small

Activity 6: Making Pop-up Puppets

Overview:
The students will have a better understanding of community helpers.

Materials and Preparation:
Egg carton
Paper cups
Drinking straws
Glue
Tape
An art scrap box with objects for creating puppets

Procedure:
1. After each child has selected one community helper to depict, have them create their puppet as follows:
   a. Use one section of an egg carton to make a face.
   b. Add hair, eyes, ears, nose, mouth, etc. from scrap box.
   c. Glue the finished face to one end of a straw.
   d. Punch a hole in the center of the bottom of a drinking cup and insert the other end of the straw. By pushing up and down on the straw, the puppet will appear and disappear.
2. Divide the class into groups of 4 or 5 to plan short puppet shows that teach the class about the opportunities of their particular community helpers.

Activity 7: Money to Spend

Overview:
To better understand that economic choices must be made.

Materials and Preparation:
The teacher should gather an assortment of pictures of automobiles, dolls, coats, houses, trucks, toys, groceries, balls, candy, etc. and mount them on a large tag board or bulletin board.

Procedure:
1. Have children look at all the pictures and decide which ones they would like to buy.
2. After everyone has made a decision, have them make a list of those for which they could actually pay.
3. This could be a magazine cut and paste. Have a large supply of magazines available. Have the students cut out pictures of items they would like to buy then circle those they could afford to buy.

Follow-up Activities:
1. Make a classroom store. Use old boxes and cans. Label with prices. Have children take turns being the storekeeper. Children purchase items with play money and storekeeper makes change.

2. Ask each student to draw a picture of something for which they would like to save their money. Under the picture write several sentences telling why they want to buy this item.
3. Make sack or papier mache puppets from page 61 of Child Art Guide.

Resources:
Film
1MC 0889 I Can Make Choices

Activity 8: Making Wampum

Overview:
The students will become more familiar with money as a medium of exchange, and the money system used by Native Americans.

Materials and Preparation:
Two pieces of string, longer than the distance around a student's neck and colored straws cut into small pieces.

Procedure:
1. Teacher should introduce the question, "What is money?," then continue, "It is what we exchange for items we want to buy. It comes in currency (paper) and coins." Now show the students real money (foreign currency optional). Ask, "Did the American Indians have money?" They used wampum which was strands of shells or beads worn around their necks. Today we're going to make some wampum." Use the pieces of straws to represent beads. Take a couple of pieces of string and thread the straws on them. Tie the string together and attach one strand to the other and you will have wampum. Bartering may follow. "The use of wampum is like the use of money in our society."
2. Explain to students that to barter something is to trade it for something else. Along with the Indian wampum have the students make pictures, art projects, etc., to trade for something someone else has made.
3. Clear everything off the tables or desks except the items you wish to barter. Have students walk around the room (a few at a time) to see what everyone has for barter. If you see something you like, try to barter one or more of your items for it. Using role playing, the teacher should demonstrate the act of bartering. Remember, bartering is more than just trading. Sometimes two or three items are bartered for one item.
   NOTE: After this activity the relationship of the use of wampum and the use of money should be discussed.

Activity 9: Stores In Your Neighborhood

Overview:
This activity attempts to acquaint the children with some of the economic activities being conducted in the neighborhood. Stores are often located in areas adjacent to the places where children live and attend school. Children should compare their responses to the following activity.

Procedure:

1. Most neighborhoods have stores near them. There may be many little stores, each selling something that the others do not sell, or there may be a large store that sells a large variety of items. Make a list of the names of the stores in your neighborhood. Tell what kinds of things are sold in these stores.
2. Which store in your neighborhood do you like the most? Why do you like this store?

Follow-up Activities:

1. Make a class list of stores and businesses where parents and grandparents work. Include what their job involves.
2. Invite area business people to come to the class and discuss their jobs.
3. Each child can create their own business, using boxes, drawings, etc., i.e. make a donut shop. Have the children discuss any problems associated with their business.
4. Take a field trip to a grocery store and purchase items. Return to the room and cook a meal.
5. Draw a picture of some of the stores in your neighborhood.

Resources:

MTC *Primary Economics*
IMC VTC 0361 *Let's Visit A Shopping Center*

Activity 10: The Mail Carrier

Overview:

This activity focuses upon an important occupation that is clearly evident within the neighborhood. The mail carrier is often seen by the children. It is an occupation that is performed by either sex and focuses upon a very vital service performed for everyone. Children need to acquire a sense of the interdependency between people. The spatial concept for children is strongly reinforced through the mail carrier's activities and places where letters are sent.

Materials and Preparation:

Each child should be provided with an envelope and a piece of paper upon which a brief letter should be written. If letters are sent out of the Wichita area, a large map of the United States should be available in the room.

Procedure:

1. Explain the way mail is delivered.
2. Assist the children in properly addressing an envelope.
3. Assist the children in writing a very brief letter to a relative or friend.
4. Discuss ways the Postal Service is important to everyone.
5. Help children trace on a map the location where their letter is being sent.

Instructions:

If you live in the country, your mail carrier drives a car or a truck, or you may get your mail at the post office and may not have a mail carrier. All mail for people who have post office boxes is sent to their box number at the post office.

If you like to receive letters, you have to write letters to others. When you send a letter, you must be sure to address it correctly. If the address is incorrect, it may not arrive where you want it to.

Write the full name of the person to whom you wish to send your letter. Write the street address or box number on the next line. The name of the city, state and postal zip code should go on the third line. Your own full name and address should be written in the upper left hand corner of the envelope and is called the return address.

Do you know where your letter is going? Ask your teacher to help you find the location on a map.

Follow-up Activity:

1. Visit the local post office or invite a postal employee to visit the classroom.
2. Children could draw pictures of the various community helpers: mail carrier, police officer, doctor, nurse, firefighter, dentist.

Resources:

IMC	Film	9480	The Mailman
IMC	Kit	0226	Mailman and His Work

Neighbors Work Together

Bibliography

Books

Averill	Fire Cat	Harper
Barr	Mr. Zip and the U.S. Mail	Whitman
Bendick	First Book of Supermarkets	Watts
Bendick	A Place To Live	Parents Magazine
Buchheimer	Let's Take a Trip To a Bakery	Putnam
Graber	Pat, The Playground Leader	Whitman
Lenski	Policeman Small	Oxford
Zolotow	The Park Book	Harper

Flat Pictures

SMC	Community Helpers	Owen
MTC	Learning About Citizenship	

Sound Filmstrips

SMC	Community Helpers	Cahill
MTC	I Can Make Choices	SVE
MTC	People Serving Your Community	National Geographic
MTC	Primary Economics	BFA
MTC	Winnie the Pooh and the Value of Things	Disney
IMC FSR 1244	Workers Depend On Each Other	
IMC FSR 1175	Working Together on Man's Earth	
MTC	World of Work: Adventures of The Lollipop Dragon	SVE

Films

IMC 0061	A Community Keeps House
IMC 9170	The Fireman
IMC 0889	I Can Make Choices
IMC 9480	The Mailman
IMC 1608	Toward a Better City
IMC 1602	Why Mothers Work
IMC 0890	Why People Have Special Jobs
IMC 9569	Yours, Mine, and Ours

Video Tape Cassettes

IMC VTC 1953	Everyone Helps In The Community
IMC VTC 1978	Jobs In The City
IMC VTC 0361	Let's Visit a Shopping Center

Kits

IMC KIT 0427	Fireman and His Work
IMC KIT 0428	Let's Meet the Doctor
IMC KIT 0226	Mailman and His Work
IMC KIT 0434	My Father Works

Activity Cards
MTC

The Lollipop Dragon: Things
To Do Activity Cards

SVE

PLACES IN THE NEIGHBORHOOD

Introduction:

Every child moves intellectually from a focus upon him/herself to the places and spacial organization that surrounds the "self." Beginning geographic concepts first relate to very basic mental pictures of where others are located in reference to the "self." This unit, "Places in the Neighborhood," explores a few of these basic spacial relationships with the neighborhood as the major focal point.

Objectives:

The student will:

1. Begin to develop a sense of direction by relating the four cardinal directions to a map of the United States.
2. Observe the neighborhood around the school.
3. Relate his/her own thinking to the concepts that:
    a. Maps are pictures
    b. Maps show where
    c. Maps use symbols
4. Draw inferences about various types of maps.
5. Begin to conceptualize geographic locations within the City of Wichita.
6. Become familiar with the relative location of Wichita within the state of Kansas.

Activities:

1. Directions
2. Let´s Take A Walk
3. Map Hunt
4. What´s In A House
5. Map Magic
6. Maps and Symbols
7. City Map of Wichita
8. Extention Activities - Places In The Neighborhood
9. Map Booklet
10. Concentration Game

Activity 1: Directions

Overview:
The student will learn the word "opposite" and the four basic directions, and be able to label a given map with the four basic directions.

Materials and Preparation:
The teacher should make four 9" x 6" cards with one of the four basic directions written on each card. The United States Map (see back of unit) should be duplicated for each child.

Procedure:
1. Have the students stand and point up. What is the opposite of up?
2. Place the East label on the room's east wall. In what direction is the sun when it begins to rise?
3. Have the entire class face east. What is the opposite to east? In which direction does the sun go down? West is the answer. Now attach the West label to the appropriate classroom wall.
4. Have the class stand facing east and raise their right arms to point toward the south wall. Attach the South label. What is the opposite to south? North is the answer.
5. Ask the children to make a "T" with both arms outstretched. They should now be pointing to the north wall with their left arm. Attach the North label.
6. All room walls should be labeled with directions.
7. Ask the children to sit down and distribute the copies of the U. S. map.
8. Fold the map sheets into quarters and draw lines in the creases. Add arrows to point in the four directions. Tell the children to label the east side of the map. Ask what is the opposite to east.

Activity 2: Let's Take A Walk

Overview:
The students will familiarize themselves with the places of special interest in the school neighborhood.

Materials and Preparation:
Books: *The Listening Walk*
Plenty To Watch
Let's Take a Walk

Procedure:
1. Read the books to the children. After reading, point out special places around your school that interest children· empty lots, ball fields, play grounds, places of business (Dairy Queen), individual children's homes.
2. Walk around the neighborhood discussing locations of businesses. Ex: Why is that corner a good place for that business?
3. Make a chart story of what was observed and learned about the school neighborhood.

Follow-up Activities:
1. Take a bus tour of the city.
2. Arrange the route so children will see a variety of homes. Include

downtown Wichita, businesses, churches, libraries, parks, schools, markets, car lots, etc.

3. Ask children to identify other neighborhoods.
4. On a neighborhood walk, teacher or students could take photos of important places in the school neighborhood. The teacher can draw a simple street map of the area. Paste the photos in the correct locations. Display. In addition, you might have the children design a symbol to represent each photograph and then make a reduced size street map putting the symbols in place of the photos.

Activity 3: Map Hunt

Overview:
The students will familiarize themselves with a map of their city. They will use a map to locate specific details.

Materials and Preparation:
Provide small groups of students with copies of a city map. (See Wichita outline map in kit.)
Explain to students how to find streets on a map.
Distribute copies of a worksheet listing names of streets to be located.

Procedure:
Students should locate the following:
A street with a name that is four letters long
A street that runs in front of a school
A street with a name that is a compound word
A street with a name that is also a name of a person
A street with a name that begins with the letter "S"
A street that crosses over the river
A street with a name that contains the name of our state
A street that runs north and south
A street that runs east and west
A street with a name that is a number

Activity 4: What's In A House

Overview:
Students will learn that a map is a picture.

Materials and Preparation:
Magazines
Scissors
Paste
Large sheets of manila paper

Procedure:
1. Ask each child the question: "What's in a house?"
2. Cut pictures from magazines of things that go in a house.
3. Fold a paper into four squares. Label the squares: Kitchen, Bedroom, Bathroom, and Living Room.
4. Sort and paste items on each paper that belong in those different rooms.
5. Draw a picture of how your "dream" bedroom would look. What things

could be found in it?

Activity 5: Map Magic
Map Your Room
Map Your House
Map Your School

Overview:
Students will draw maps and learn that a map is a picture.

Materials and Preparation:
Large tag board
Crayons or markers

Procedure:

1. "Make a map of your room at home. Pretend that someone took off the roof and you can look down on your room. Draw the room the way it would look from the top. Put in your furniture and name each piece. Color your room the way it really is." This activity could be extended by having the students make another map of their room to show the way they would like for it to look if they could have anything they wanted to put in it.
2. Instruct the students to walk through their homes and become familiar with the floor plan. Encourage the children to count the rooms in their house or apartment and notice where doors and windows, etc. are placed. Explain to the students that a drawing that maps out the place where they live is called a "plan." To make a map or plan of a house or apartment, have the children pretend that the roof has been taken off. Have them pretend that they are looking down inside and draw the rooms the way they appear from the top. Ask them to put in lines for doors and windows. Ask them to write the names of the rooms.
3. Have the students take a walk around the school grounds. Ask them to discuss what they see. What are some outstanding landmarks? After you've taken a walk around the school grounds, ask children to begin drawing a map. Ask them to pretend that they are flying over the school grounds in a helicopter. Draw the school the way it would look from the air. Put all the classrooms and other special rooms on the map. Put the office on the map. Be sure to write in the names of important places.

Follow-up Activities:

1. Have a "Treasure Hunt." Hide something in your classroom or on the school ground. Ask children to draw a treasure map to show where it is. Ask them to select a classmate to use the map and hunt for the treasure.
2. Make a relief map of an "Imaginary Island" using a salt/flour mix. Ask the children to put on this map all the things they think would make it fun to live there. Make sure they have shown some way to get food and provided some shelter.

Materials and Preparation:
Salt/flour mixture (2 cups salt, 2 cups flour, 1 1/2 cups water)
Large piece of cardboard or box lid

Tempera paints
Felt markers
Brush
Clay (for ships)
Walnut shells (ships)
Toothpicks (sails)
Paper (sails)
Match boxes (houses and buildings)
Spools
Blocks of wood

Procedure:

Build the "Imaginary Island" on a flat piece of cardboard or in a box lid. Cover the island's surface with the tempera paint, showing level and rocky terrain. Water areas around the island should be painted blue. Indicate buildings by placing small boxes or blocks in certain places. Walnut shell ships can be placed in the water areas near the island.

Activity 6: Maps and Symbols

Overview:

The student will gain practice in drawing maps and learn that in map preparation symbols are used to represent features of the earth's surface. The students will learn the names of these various natural features.

Materials and Preparation:

Paper
Pencils
Crayons
Sample map
List of possible symbols

Possible symbols key:

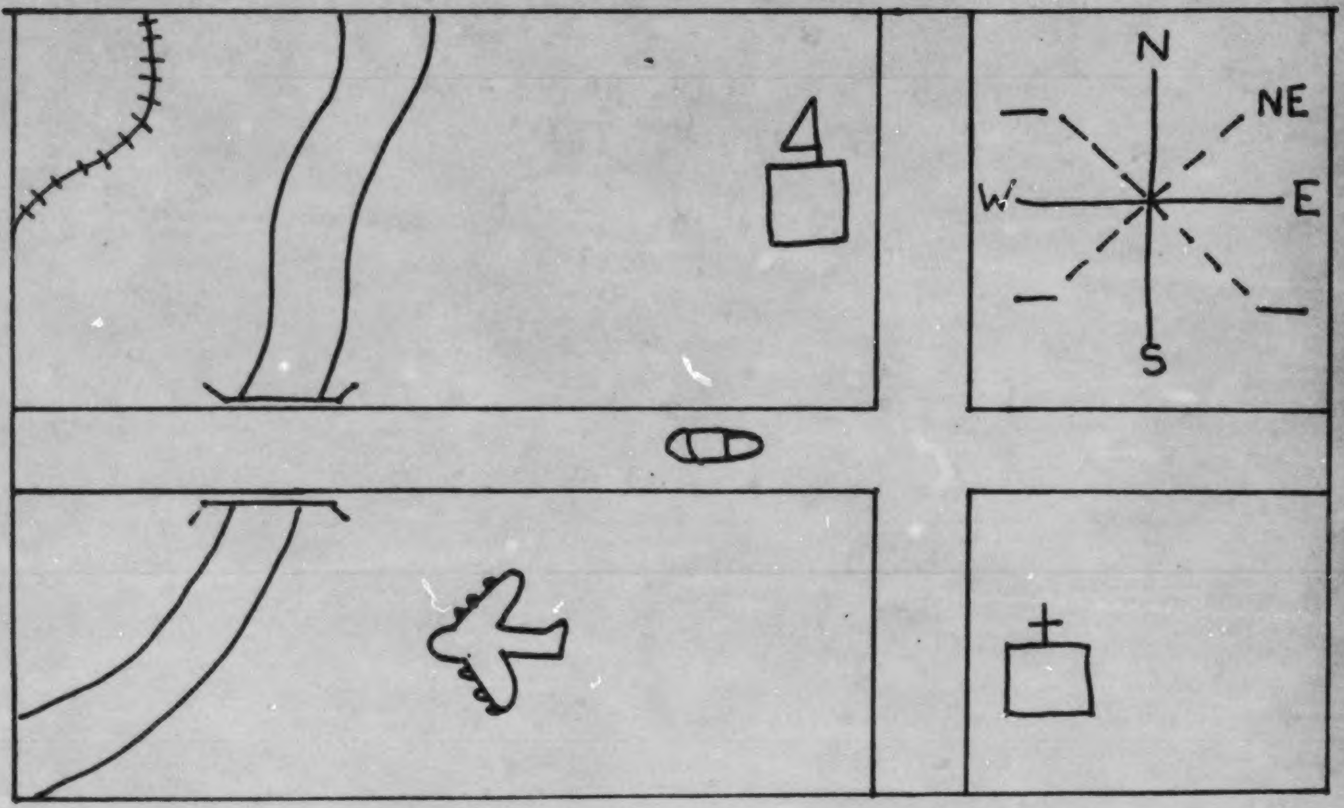
- tree
- school
- roads
- stop sign
- house
- railroad
- mountains
- stop light
- river, stream
- church

Procedure:

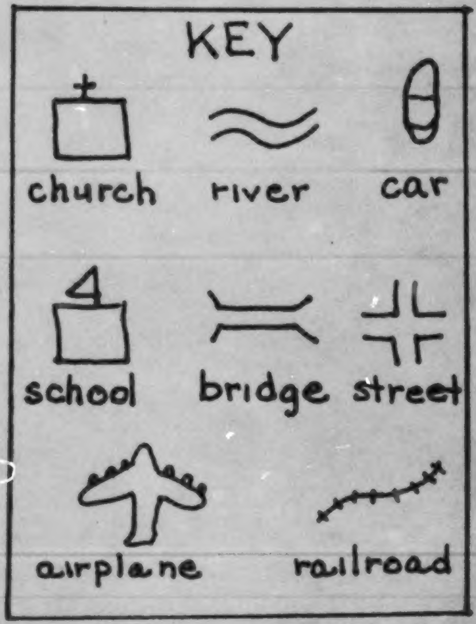
1. Review with the children the various kinds of maps they have been studying. Review the list of symbols which may be written on chart paper or the chalkboard.
2. Allow the children to choose to make a map of the area around their house or a make-believe map using the proper symbols.
3. Encourage the children to make their symbols large so they can easily be read.

Resources:

IMC	Tape	1409	Maps and Landmarks
IMC	Tape	1275	Maps Show Our Earth
IMC	VTC	1625	Rivers
IMC	Film	0567	Global Concepts in Maps



1. Name the symbol in the northwest corner.
2. Color the car red.
3. Draw a line going east to west in the middle of the highway.
4. What direction will the car turn to get to the school? ________________
5. What direction would you walk to go from the school to the church? ________________
6. Put an X on the airplane.
7. Put a green square in the southeast corner. This symbol stands for a park.


KEY
church
river
car
school
bridge
street
airplane
railroad

Activity 7: City Map of Wichita

Overview:

Students will locate their houses, school, hospital, etc. on the map and learn that a map is a picture.

Materials and Preparation:

Map of Wichita
Colored pins

Procedure:

1. Display the map of Wichita. Large maps are available through the Chamber of Commerce or the Fourth Financial Center.
2. Use colored pins to locate places in the neighborhood such as other schools, businesses, hospitals, shopping centers, etc.

Follow-up Activities:

1. Use the City of Wichita "Street Sheet" on the following page.
2. Enlarge a map of the school district (Usually available from your principal) and have each child locate the street where his/her home is located. This is a good chance to reinforce even and odd house numbers. Even numbered houses are on the north or east sides of the streets. Odd numbers are on the south and west sides of the streets.
3. Use Master 5, City Streets, as additional practice in reading city maps.
4. Study map symbols using the Nystrom Kit and symbols supplied in this guide.
5. Any of the following maps and symbols may be prepared by the teacher to fit specific needs.

City of Wichita Street Sheet

Name ______________________________

The name of the street I live on is ______________________________

I think this name is ______________________________

Things I like about my street are ______________________________

____

Things I dislike about my street are ______________________________

____

If I could change my street name I would rename my street ____________

____

My street has many ______________________________

I could make my street better if I ______________________________

____

The people living on my street are ______________________________

____

____

____

____

____

____

____

____

MASTER

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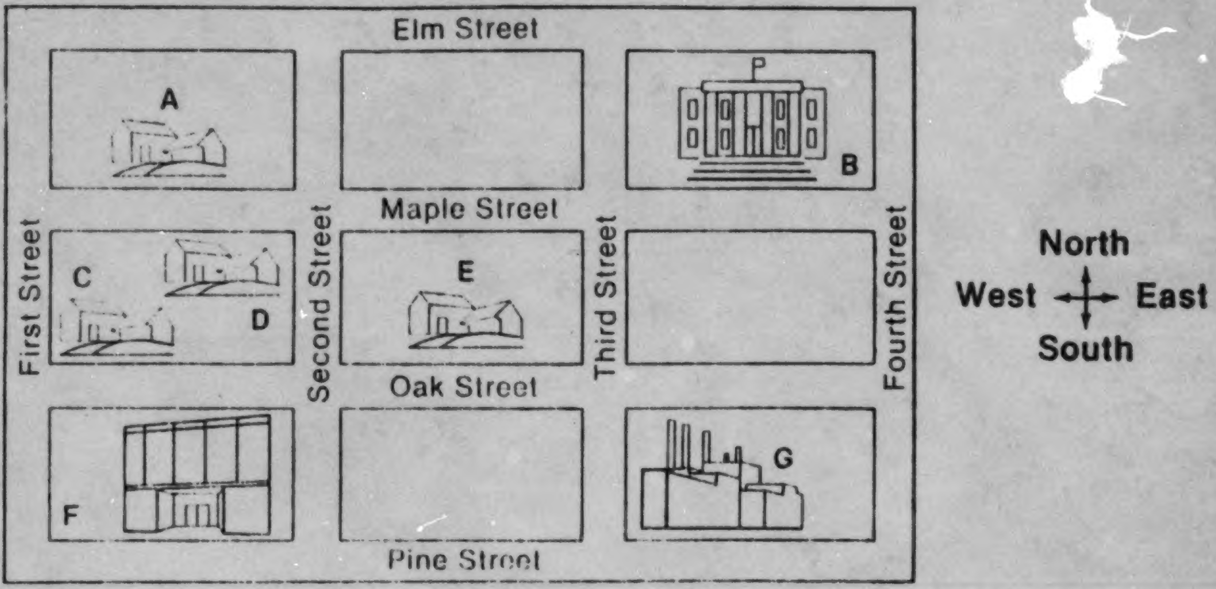
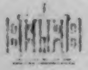
SSMG2-05

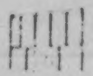
5 City Streets

Here is a map of a neighborhood. The map has something along with it to help you read it. This help is called a "Key." Look a the map and its key. Then answer the questions.


Elm Street
A
P
B
Maple Street
First Street
C
D
Second Street
E
Third Street
Fourth Street
North
West
East
South
Oak Street
F
G
Pine Street

Key:

Things on the map that look like this— —are houses.  —are schools.

 are stores. —are factories.

1. What are the names of the streets that go north and south?

2. What are the names of the streets that go east and west?

3. What are the letters of the buildings that are houses?

4. What is the letter of the building that is a store?

5. On what street is the school?

6. On what street is the factory?

Skill: Finding directions, using a map key

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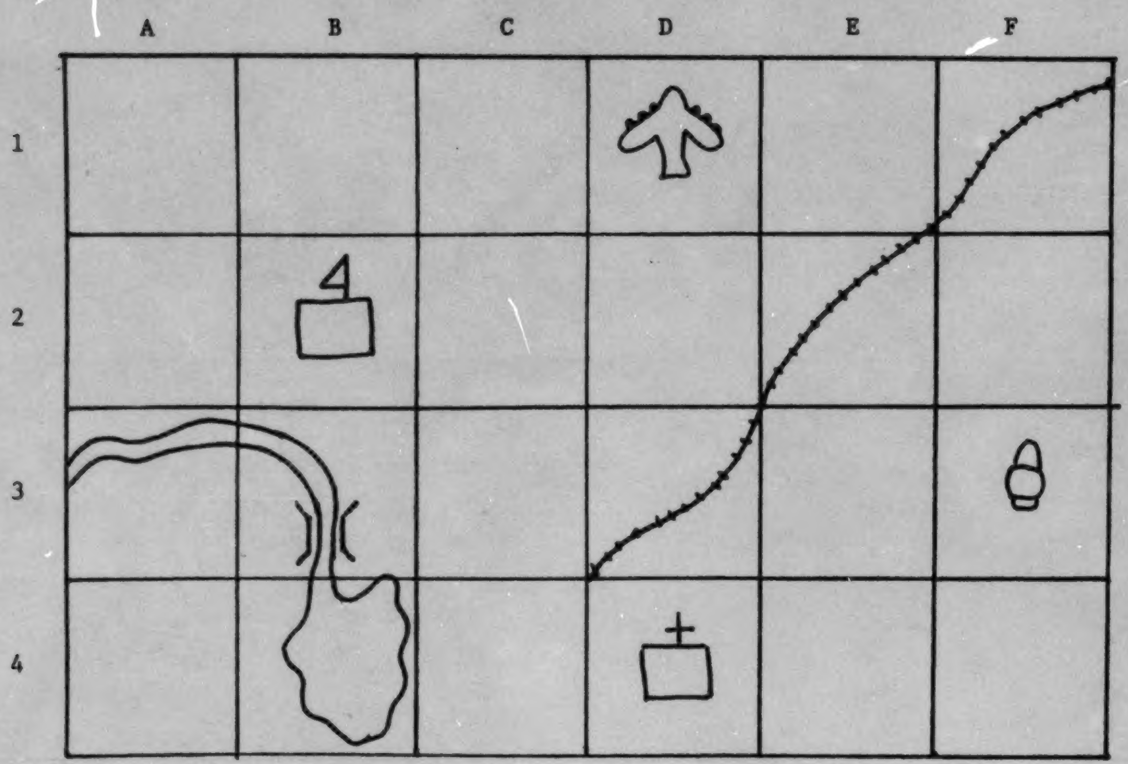
GRADE 2
Unit V - "Places In The Neighborhood"
Activities 7, 8, and 9



1. What symbol is in B-2?

2. What stretches from F-1 south to D-3?

3. In what square is the church located?

4. Locate B-3. What is there?

5. If you wanted to see a pilot, on which square would you locate the airport?

6. What do you see at F-3?

7. What goes from A-3 to B-4?

8. The lake is located in what square?

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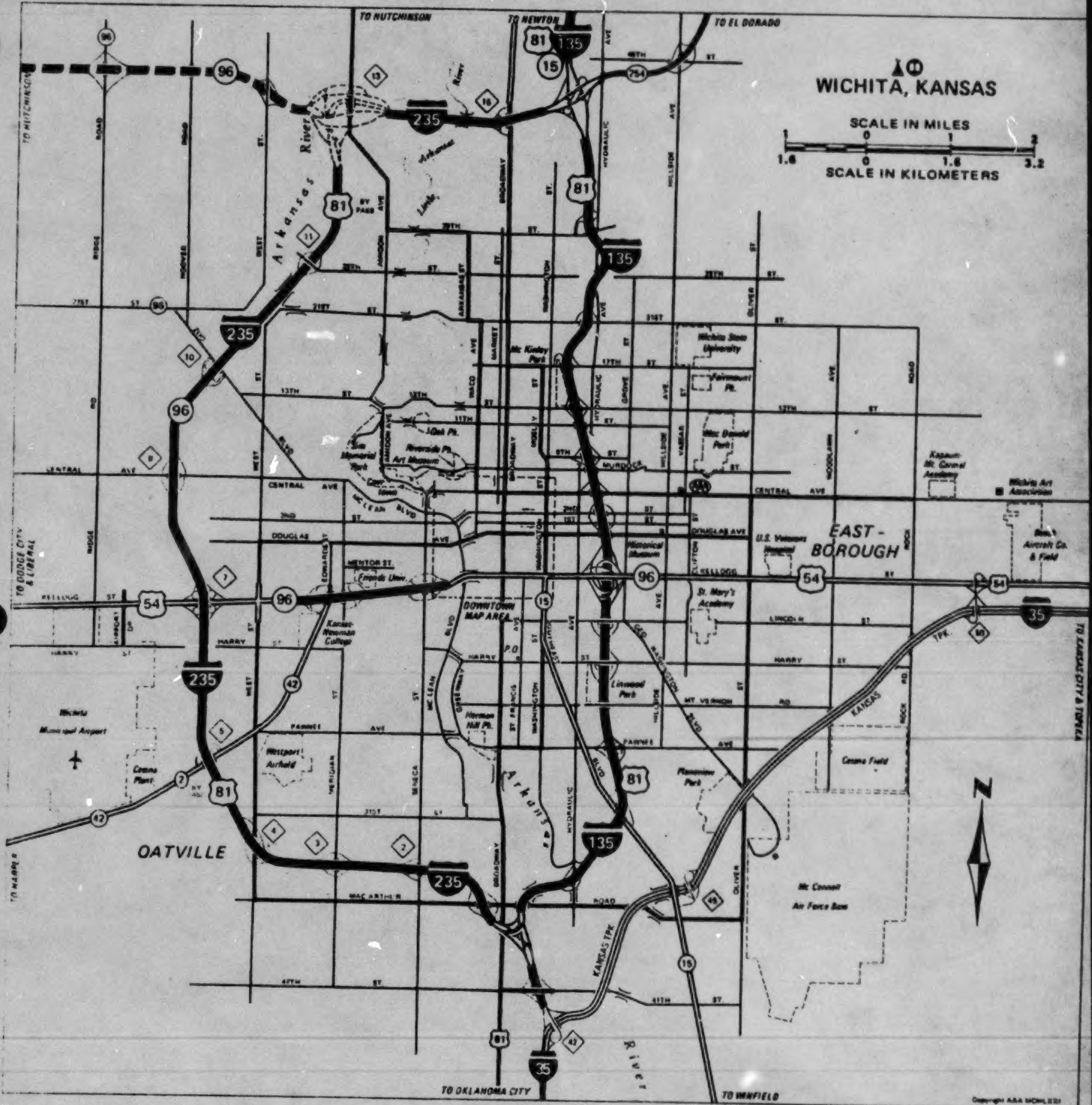
WICHITA, KANS.


WICHITA, KANSAS
SCALE IN MILES
1 0 1 2
1.6 0 1.6 3.2
SCALE IN KILOMETERS
TO HUTCHINSON
TO NEWTON
TO EL DORADO
Arkansas River
EAST - BOROUGH
OATVILLE
DOWNTOWN MAP AREA
Wichita State University
Mc Connell Air Force Base
Wichita Municipal Airport
TO DODGE CITY & LIBERAL
TO KANSAS CITY & TOPEKA
TO OKLAHOMA CITY
TO WINFIELD
TO HARPER
KANSAS TPK
CENTRAL AVE
DOUGLAS AVE
KELLOGG ST
HARRY ST
PAWNEE AVE
MAC ARTHUR ROAD
21ST ST
13TH ST
47TH ST
BROADWAY
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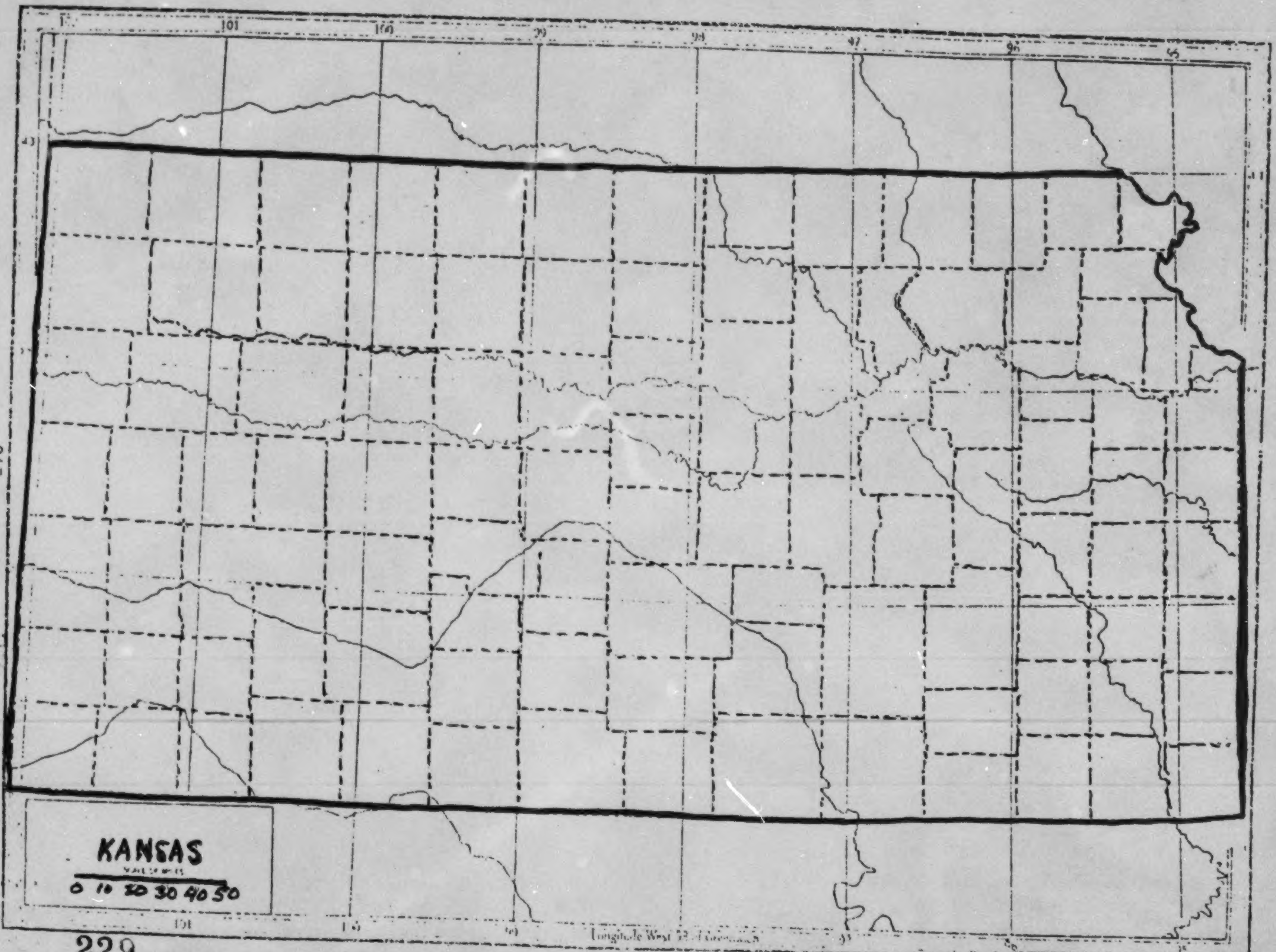
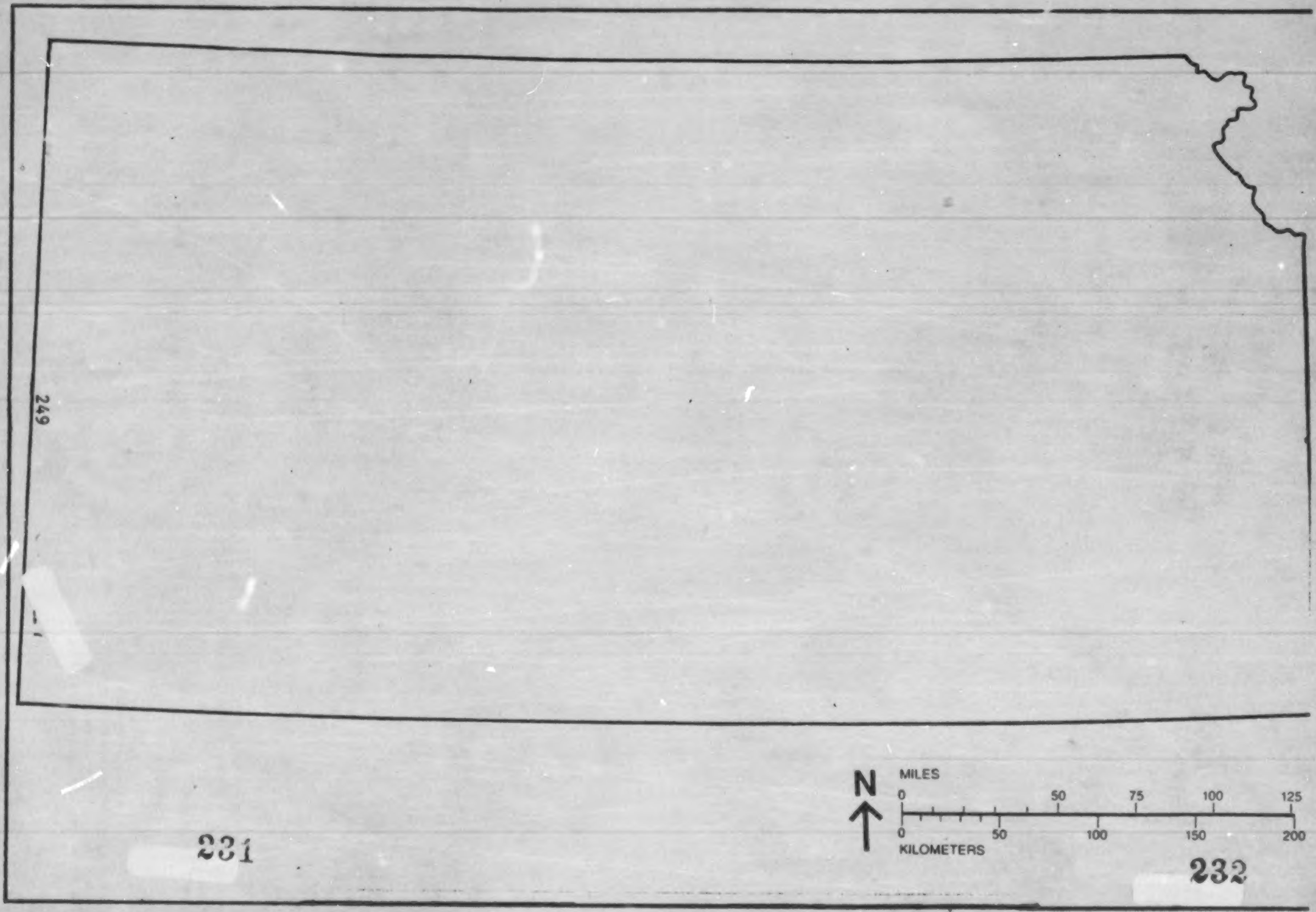

KANSAS
Scale of miles
0 10 20 30 40 50
101
100
99
98
97
96
95
Longitude West from Greenwich

KANSAS


249
N
MILES
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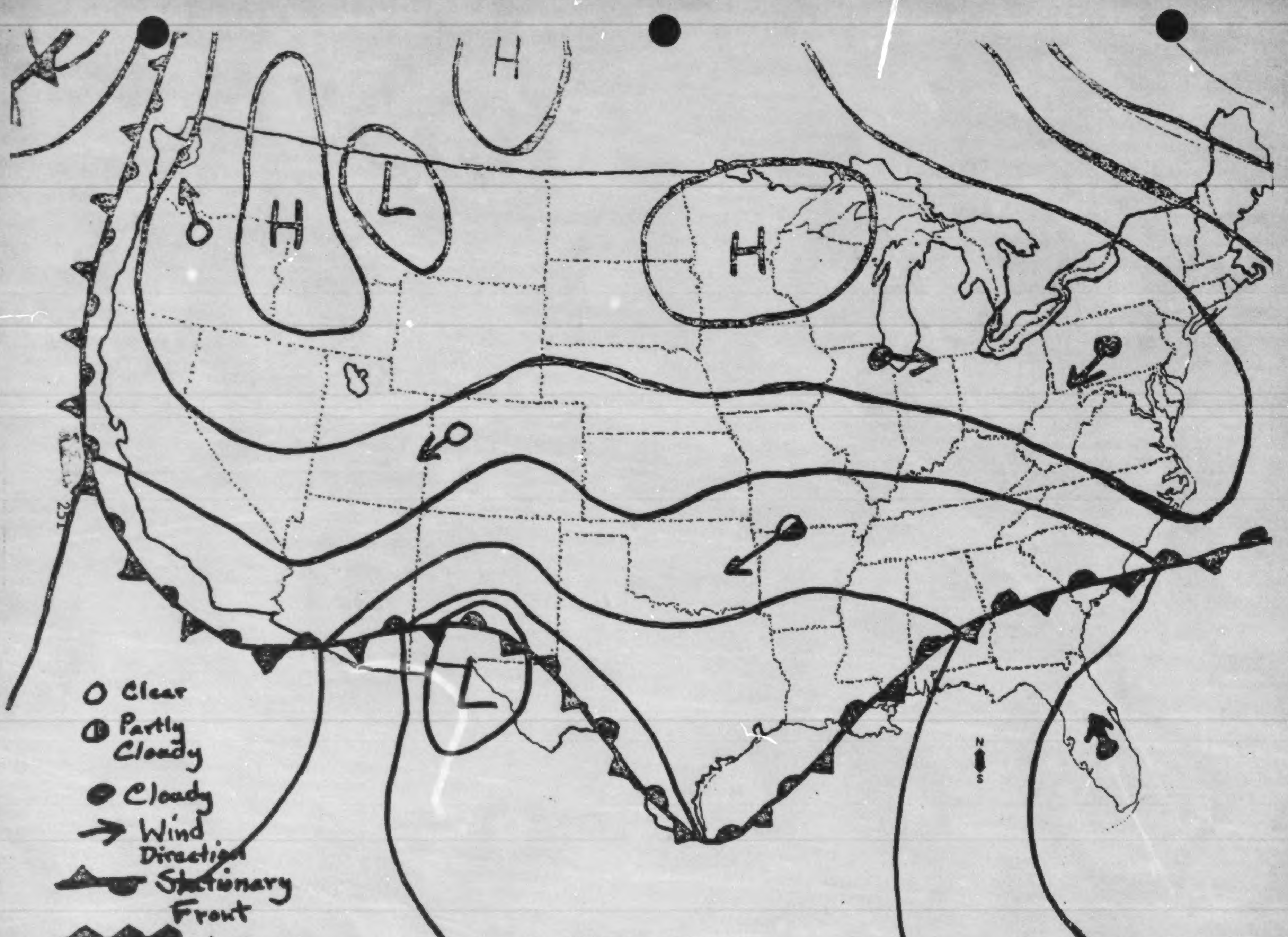
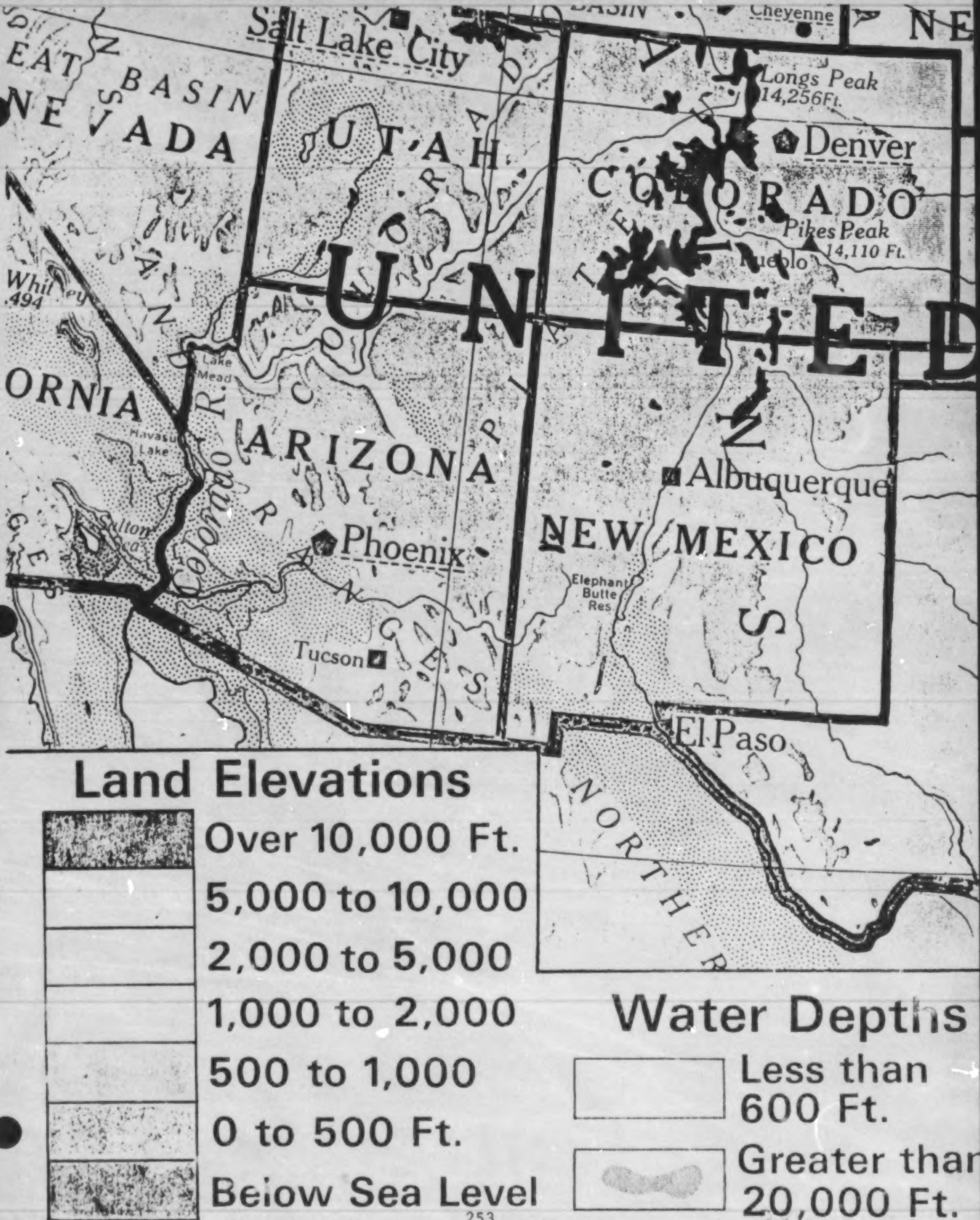
50
75
100
125
0
50
100
150
200
KILOMETERS


H
H
L
H
L
N
S
○ Clear
◐ Partly Cloudy
● Cloudy
→ Wind Direction
Stationary Front
Cold Front

SAMPLE WEATHER MAP


Salt Lake City
Cheyenne
GREAT BASIN
NEVADA
UTAH
COLORADO
Longs Peak 14,256Ft.
Denver
Pikes Peak 14,110 Ft.
Pueblo
UNITED
Whitney 14,494
CALIFORNIA
Lake Mead
Havasu Lake
ARIZONA
Colorado R.
Salton Sea
Phoenix
Tucson
NEW MEXICO
Albuquerque
Elephant Butte Res.
El Paso
NORTHER
Land Elevations
Over 10,000 Ft.
5,000 to 10,000
2,000 to 5,000
1,000 to 2,000
500 to 1,000
0 to 500 Ft.
Below Sea Level
Water Depths
Less than 600 Ft.
Greater than 20,000 Ft.

255

Activity 8: Extension Activities - Places in the Neighborhood

Procedure:

1. Make a list of miniatures and their equivalents:
   Globe - The Earth
   Doll - Child or Adult
   Toy Truck - Real Truck
2. "Grab Bag Game" Use map symbols shown in this guide. Prepare slips of paper and put them in two paper sacks. One sack should contain slips with pictures of symbols and the other sack should contain slips with the names of symbols. Divide the students into two teams. The members of one team each draw one of the slips with a symbol pictured on it. A student from the other team draws a symbol name from the other sack and reads it out loud. If the person holding the corresponding symbol picture can hold it up within five seconds that team gains a point. If the wrong symbol is held up, or if the time limit is exceeded, a point is scored by the team with the names of symbols. To be sure that all the children are watching and listening, be sure they are the ones to catch mistakes made. Change teams and cards for a second round.
3. Bulletin board or game board activity. Words and symbols may be placed on the board in this arrangement:

Symbol	Word	Picture
	school	
	river	
	hill	
	hospital	

   Place yarn and fasteners beside each item in each column so children can practice matching. Be sure there is a key in the corner.
4. Explorer Activity. Pretend you have discovered a new land. Use symbols to show how the new land looks. This could be structured by limiting the children to hills, forests, islands, or mountains. Do an example in the group. Have each child then describe in sequence according to his/her map what he would see if he traveled from one side of this map straight across to the other.
5. Go outdoors. Talk about one direction at a time. Ask children to tell what they see when they are facing north, south, etc. Locate buildings in the area that are in designated directions from the school. State a place and see if the children can guess the direction. Sample: Rice Creek is which way from the school? The shopping center is which direction from the school?
6. Place large cards or letters on the walls of the school room to help orient children to the directions inside the building. These should be left in the classroom for a period of weeks.
7. Bring compasses to use both indoors and outdoors.
8. Have a set of four children stand in the front of the room. Let one child give directions for the children to turn. When a child misses a direction, a new child may take his place.
9. Talk about how to tell directions without a compass. Do an experiment with a flashlight and a tall object. Help the children remember that the sun rises in the east and sets in the west. Label a table with the directions east and west at opposite sides. Darken the room and set the

object in the middle of the table with the flashlight shining on it from the east. Make the flashlight move overhead like the sun does at noon and then to the west as the sun does when it is setting. All during the demonstration emphasize what direction the shadow is positioned. The children should discover that early in the morning, objects cast shadows to the west and at noon, for a very short time shadows are cast to the north, and in late afternoon the shadow is cast toward the east.

10. Make an imaginary treasure map. As a class, decide on symbols to use on the legend. Put a legend on the map each student makes.
11. Duplicate a classroom map. Let each child draw a route to a hidden eraser. Hide an eraser while a student designated as the "searcher" is out of the room. Permit the "searcher" to use the map to locate the eraser.
12. Write a list of clear directions using number of blocks, street names and main directions explaining how the child gets from school to his home. The child may include a picture or map along with the written explanation.
13. Make a bulletin board map of the neighborhood surrounding your school. Clearly label all directions. Symbols for familiar places such as the school, churches, post office, shopping center, stop lights, etc. can be added. This map may then be used to practice giving directions on how to get from one place in the neighborhood to another.
14. Use a picture or drawing of an area such as a downtown section or a residential area. Identify buildings and other objects seen in the picture. Establish symbols for buildings, streets, houses, etc. Draw a map of the area seen in the picture.
15. Take a walk around the school and point out the four basic directions. Give each child a piece of paper and ask him/her to draw a map of the school ground placing each area of play on the map. Make a legend to go with the map.

Activity 9: Weekly Reader Map Booklet

Overview:
Children will gain practice in basic map reading skills.

Procedure:
Order from your budget the number of booklets from Weekly Reader that you will need. Two children may share a booklet or books may be used many times if they are laminated. Grade levels could then share them.

Activity 10: Map Terms Concentration Game

Ove-view:
Children will practice using the terms related to map usage that they will deal with in everyday life. They will learn the names of the areas in which they live.

Materials and Preparation:
Cards with the following terms written on them:

Street
Broadway
School District

(Name of Your School)
City
Wichita
County
Sedgwick
State
Kansas
Country
United States
Continent
North America

Procedure:
Play the game as a matching activity. Children must match their county name with the County card.

Places In The Neighborhood

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Rinkoff	A Map Is A Picture	Crowell
Films		
IMC 0567	Global Concepts in Maps	
IMC 1409	Maps and Landmarks	
IMC 1275	Maps Show Our Earth	
Kits		
	Maps Show The Earth	Nystrom
Video Tape Cassettes		
IMC 1625	Rivers	

WORLD NEIGHBORHOODS

Introduction:

Neighborhoods around the world are reflective of their own location and cultural traditions. As world communications improve, neighborhoods become more and more similar. By looking at other neighborhoods we can gain an appreciation for our own uniqueness. People living in different countries learn different things and form different habits, yet share many of the same needs and hopes.

There is much concern in society regarding the interdependence of peoples of the world. The activities in this unit provide opportunities for students to have a first exposure to the concepts of interdependence, world cooperation, and cultural unity and diversity. After exposure to general global concepts it is suggested that the students examine a country or region not similar to the United States.

Objectives:

The student will:

1. Develop a greater appreciation and understanding of different cultures around the world.
2. Explore and contrast different lifestyles.
3. Gain a greater understanding of the values of other people and groups.

Activities:

1. Vocabulary
2. Travel Bureau
3. Guess Where It Came From
4. Where Did Americans Come From?
5. Children of the World Say "Good Morning"
6. Games Around the World
7. Foods Around the World
8. Our Neighbors to the South
9. Extension Activities
10. In-depth View of Specific Countries

Activity 1: Vocabulary

Overview:
The children will gain an understanding of vocabulary terms relating to world study. We suggest using the included list of terms and any others the teacher might be using.

Materials and Preparation:
The teacher can collect materials such as maps, globes, and pictures to facilitate the children's understanding of the terms.

Procedure:
Introduce the terms on a chart. Use the extra materials to do this.

Follow-up Activities:

1. Play a class game of tic-tac-toe using the vocabulary and definitions. The teacher or a child could read the definitions. Teams could identify the correct word on the chart.
2. Construct a bulletin board on which the children could match pictures with terms.

Vocabulary Terms

city	A large town where many people live and work.
climate	The average weather at a particular location over a period of years.
continent	One of the seven large masses of land on the earth.
country	All of the land of a nation.
customs	The habits and ways of life of people living in one nation.
desert	A place with very little water and few trees.
equator	An imaginary line around the middle of the earth.
globe	A model of the earth
government	The way a country rules itself. The group of people who rule a country.
hemisphere	Half of the globe. The area north of the equator is called the northern hemisphere and the area south of the equator is called the southern hemisphere.
island	An area of land that is surrounded by water.
lake	A body of water surrounded by land.
language	The group of words used by the people of one nation.

map key	A list of symbols with an explanation to tell what each symbol means.
mountain	A very high hill.
nation	A group of people living in the same area and ruled by the by the same government.
neighborhood	A small area with people living near one another.
north pole	The northern most point of the earth.
ocean	A large body of salt water. This includes the Atlantic, Pacific, Indian, and Artic oceans.
plain	A flat stretch of land.
river	A large stream of water.
sea	A large body of salt water that is smaller than an ocean.
south pole	The southern most point of the earth.
state	An area of a country when divided. Each state has its own government. The United States is divided into 50 states.
symbol	A picture that represents something real.
valley	An area of low land between hills or mountains.

Activity 2: Travel Bureau

Overview:
The student will examine information about different world neighborhoods to gain a greater understanding of cultural unity and diversity.

Materials and Preparation:
Posters and brochures should be obtained from a travel bureau, etc. Arrange for a speaker to come to the classroom to discuss different countries. Resource materials could be collected from the school and public library: filmstrips, flat pictures, artifacts, and books depicting different world neighborhoods. Avoid the stereotyping of people.

Procedure:

1. Divide students into small groups for independent study on different world neighborhoods.
2. Set up a travel bureau. Have students design and make posters and brochures. Write articles or prepare talks convincing people that they should travel to a particular place.
3. Employ customs and environments in the design of the brochures.
4. Suggested outline for brochure:
   a. What is special or different about your country?

b. What can you see and do?
c. What is the weather like?
d. How do you get there?
e. What is the location? (map)

Follow-up Activities:

1. Resource people (parents) from other countries could come to speak to the class about cultural traditions in the country of their birth.
2. Field trips to the airport, bus depot, travel bureau, etc.
3. Listen to folk songs from different countries.
4. Do craft work from various countries.
5. Prepare a mural entitled "Ways of Living Around the World," to illustrate different world customs. (foods, clothes, people)

Activity 3: Guess Where It Came From

Materials and Preparation:
Ask students to bring souvenirs that people have given them or that they have brought home from places they have visited.
Atlas or large map

Procedure:

1. Choose a child who has a souvenir to show. Let all of the children examine the item. They may guess the place of origin of the souvenir. If they cannot guess, questions that can be answered "yes" or "no" may be asked. Allow only 10 questions for each souvenir. A player may venture a guess anytime during the game.
2. Ask the child to identify the location on a map of the place where his/her souvenir originated. Ask the following questions?
   a. How long would it take to get to this place?
   b. How is the particular item used?
   c. Was the artifact made by hand? Why?
   d. Would you like to visit this place? Why?
3. A classroom "museum" display could be set up using the items that have been identified. Have the child who brought the item write a brief description of it.
4. Have children find a book or story related to the country from which the item comes. Add the books to the display and possibly the books could be shared during "story time."

Activity 4: Where Did Americans Come From?

Overview:
The children will gain the understanding that, except for American Indians, Eskimos and Hawaiians, almost everyone in the United States is a newcomer. We and our ancestors have all brought customs, traditions and beliefs from other countries to form a new kind of community and a new environment. This process is ongoing in the United States today.

Materials and Preparation:
Teacher prepared handout

Procedure:
Children will be asked to interview a family or families. These questions

could be included:

1. What is your family name?
2. From what countries did you and your ancestors come?
3. Why did they come to America?
4. What special customs and traditions from the native country do you still observe?

Activity 5: Children of the World Say "Good Morning" (ongoing)

Overview:
The students will learn to say "Good Morning" in different languages and will develop a greater understanding of the basic differences and similarities in cultures.

Materials and Preparation:
Wall chart of poster board
Magic marker
Tape and books, Children of the World Say Good Morning, IMC - Kit 0118

Procedure:

1. At the beginning of the year or unit, have the children answer roll by saying "Good Morning." After one week, have the children answer roll by saying "Good Morning" in Spanish. Reinforce each language at least a week before moving to a new country.
2. Have the children locate on a map or globe, the country of each language used. Talk about that country and use the phrase often with the children. As they enter the room, line up for the bathroom, or come in from recess, greet them in another language.

Follow-up Activities:
See activity titled "Hello...Good Bye" on page 127 in International Year of the Child 1979 Activity Book, published by USD #259.

Children of the World Say Good Morning
Good Morning.
Good Morning Everyone!

Chinese:	(Ts ow ahn) (Koh´ wey tss ow ohn)
Hebrew:	(Boh - ker tov) (Boh-ker tov leh kool KHEM)
Spanish:	(BWEH - nohs DEE ahs) (BEH - nohs DEE ahs an TOH dohs)
Russian:	(DOH - broh yeh OO troh) (DOH - broh yeh OO troh v´sem)
Hindi:	(nah-mahss - TEH)
[India]:	(Sub loh - GOHNG-KO nah-mahss-TEH)
Japanese:	(O-ha-yo) (Min-na san o-ha-yo)
French:	(Bohng-zhoor) (Bohng-zhoor too luh mehnd)
Norwegian:	(God Morgen!) (goo-MOH-rehn AHL leh SAHM-men)
Portuguese:	(bohng DEE ah) (bohng DEE ah ah TOH-dohs)
Arabic:	(Sabah el-Kh´ eir) (Sabah el-Kh´ eir gameh´ an)
Nigerian:	(ee poo - TAH - goo oo LAH)

Activity 6: Games Around The World

Overview:
The students will play a variety of games from different countries and learn that people from different cultural backgrounds share many of the same needs

and hopes.

Materials and Preparation:

Make a colorful question box.

Write questions on strips of paper or card stock about children of other countries. Sample:

Where do you think children in other countries spend much of their time?
What do you think children in other countries learn at school?
Do you think all children play games?

Put these and other questions in the box and allow children a turn to draw out a question.

Procedure:

1. The teacher may begin the session by reminding the children about Curious George by saying, "Let's be like Curious George. Let's draw a question from the box, read and try to answer it. (Having a picture or puppet of Curious George would be a real incentive.)
2. Accept all answers that are given.
3. After all questions have been answered the teacher may want to use the picture or puppet of Curious George and state that the class will be traveling around the world with George and exploring with him.
4. Play games from 2 or 3 countries. See game sheet.

Follow-up Activities:

1. Make a scrapbook of different countries.
2. Secure names for pen pals from different countries.
3. Play music from faraway lands.
4. Use a touch-box. (Items in the school used in other lands.)
5. Have the children draw pictures of themselves playing games from other countries.

Teacher Reference Books:

Children Are Children Are Children, Ann Cole, Carolyn Haas, E. Heller, B. Weinberger.

Games Around The World, Sarah Hunt, Ethel Cain

GAME SHEET

Holland: Potato Bag Race
Rules: With legs in potato bags, players jump toward a goal line. (May be a relay)

Japan: One Legged Race
Rules: 2 teams. Leader of each team runs to a goal line with a brightly colored rope. At the goal line he/she ties his ankles together and hops back to the starting point. The next player unties the rope and takes his turn. The winning team is the team that finishes first.

Mexico: Straw Man Game
Rules: Players form a circle around the child chosen to be Straw Man. Players are birds. Three players are chosen to enter the center and they secretly select one among them to be "It." The children chant "flip-flap, flip-flap" as they "fly" around the Straw Man. When the singing stops, they tap him. Straw Man then taps the one he suspects is "It." If he is correct, he is Straw Man again. If he is wrong, the child he taps becomes Straw Man. Three more birds are chosen.

Spain: Tarantella
Rules: Two girls, with arms crossed at the wrists and holding hands, stand toe to toe, then lean back stiffly and spin around very quickly, continuing as long as possible.

Africa: Hen and Wild Cat
Rules: One player is the "hen" and leads her brood (the other children) around the "cat" (a chosen player). The hen warns the "chicks" of danger and the "cat" tries to catch any foolish "chick" that fails to heed the warning of the mother "hen."

China: Grass Blade
Rules: Each player gathers a handful of soft, flexible grass blades and sits in a group. The first player makes a loop with a blade of the grass by holding both ends of it between the fingers. The second makes a loop in the same way with the blade loop through the first loop and the two players pull. The player whose blade breaks is the loser and the two pieces are given to the winner as trophies. The winner goes on to the next player. The player with the greatest number of trophies wins.

England: Red Rover
Rules: Two lines are drawn about 60 feet apart. The players stand behind one line, while "It" stands in the center and calls: "Red Rover, Red Rover, Come over, Come over!" The players run to the other side. Those caught stay in the center to help "It." The last player caught will start the next game.

Vietnam: Flying Game
Rules: Birds always fly and animals cannot fly. Children who break these rules must sit down. The children stand and the teacher stands in front of them using his/her hands to imitate the movements of a flying bird and says,

"The phoenix flies." The children should also imitate a bird. If the children do the same, when the teacher says, "The elephant flies," they must sit down. Keep changing to different kinds of birds and animals.

Activity 7: Foods Around The World

Overview:
Students will plan, prepare, and serve foods for tasting from around the world. Cooking in the classroom provides a variety of learning skills sure to be valuable as incentive and motivation for further study. In using the skills necessary to cook and combining them with international study your classroom will be filled with the aroma that excites inquisitive minds.

Procedure:

1. Introduce the utensils that the students will be using to make sure they are acquainted with their correct names. This may be done in centers or with the whole class.
2. While studying World Neighbors select a recipe/recipes from the particular country you are studying.
3. Print the recipe on chart paper. Hang the charted recipe for all to see and follow. Directions should be easy to read.
4. Prepare recipe step by step in a center or as a whole group.
5. Corresponding room decorations could be made to hang around the room.
6. Set up a buffet table for the tasting party. Enjoy!
7. The children may copy the recipe to take home or it can be mechanically duplicated.

RECIPES AROUND-THE-WORLD SHEET

West Africa: Peanut Butter Bars

(Approximately 40 bars)

Utensils - mixing bowl
rubber scraper
metric measuring cup
wooden spoon
serving tray
table knife
waxed paper

Ingredients - 4 tbsp. butter
300 ml. powdered sugar
150 ml. peanut butter

Directions:

1. Combine ingredients in mixing bowl.
2. Pound together with spoon. Take handful and squeeze again and again.
3. Roll a small piece into a ball about the size of a large marble.
4. Put balls on small tray and flatten slightly.
5. Chill in refrigerator.

China: Egg Drop Soup

Utensils - metal saucepan
baby food jar
fork
small bowl

Ingredients - 1 tbsp. cornstarch
2 tbsp. cold water
1 egg
3 cups clear chicken broth (bouillon cubes can be used.)

Directions:

1. Pour broth into (or prepare broth) in saucepan and bring to boil.
2. Measure water and cornstarch into a baby food jar, cover, and shake.
3. Pour cornstarch mixture into the broth and stir with a fork.
4. Slowly pour the beaten egg into the broth.

England: English Trifle

(6 to 8 servings)

Utensils - table knife
wooden cutting board
shallow serving dish or platter
one-cup measuring cup

Ingredients - 6 thick slices of poundcake
1 small jar raspberry jam
18-24 lady fingers
1 to 1 1/2 cup orange juice
1 cup whipped cream

Directions:

1. Slice cake with table knife on wooden board.
2. Place slices in shallow serving dish or platter.
3. Spread jam on cake.
4. Dip ladyfingers into orange juice. Place on top of cake. Use enough to cover cake.
5. Spread whipped cream over ladyfingers with table knife.

6. Chill in refrigerator.
(Note: Lady fingers can be purchased at most bakeries)

Japan: Tempura (Note: deep-fat frying recipe)

Utensils -
- saucepan
- fork
- small dish
- tablespoon

Ingredients -
- 1 egg, beaten
- 3 tbsp. flour
- 1/8 tsp. salt
- 1 tbsp. water
- 1 carrot, cut into thin pieces
- 1 small onion, cut into wedges
- 1/2 cup parsley sprigs (remove long stems)
- 1/2 cup salad oil for deep-fat frying
- soy sauce

Directions:

1. Prepare by preheating oil to 350 degrees in saucepan.
2. Prepare batter by:
   a. Beating the egg in a small dish
   b. Adding the flour, salt, and water. Mix until smooth.
3. Drop clusters of pieces of carrots, onion, and parsley sprigs into the batter and then slide them into the deep, hot oil with a tablespoon.
4. When golden brown, remove them with a fork and drain on paper towels.
5. Serve with a small dish of soy sauce for dipping.

Mexico: Tacos

Utensils -
- frying pan
- spatula
- knife

Ingredients -
- taco shells
- ground meat
- chopped onion
- salt
- shredded lettuce
- chopped tomatoes
- grated cheese
- taco sauce

Directions:

1. Cook ground meat in frying pan with onion, and salt to taste. Drain grease.
2. Put some of the meat mixture in each shell followed by taco sauce, cheese, lettuce, and tomatoes.

Vietnam - Shaking Beef

Utensils -
- knife
- frying pan or wok
- spatula

Ingredients -
- 1 lb. of tender beef
- 1 medium sized onion
- 1 spoonful of oil
- 1/4 tsp. sugar

Directions:

1. Slice the onion
2. Slice the beef in small pieces
3. Warm the pan
4. Put oil in the pan
5. When oil boils, add the onion
6. Stir and cook about 30 seconds
7. Add beef and stir with onion
   30 seconds - rare
   1 minute - medium rare
   3 minutes - well done

Serve beef on a plate and add black pepper and salt to taste.

Activity 8: Our Neighbors To The South

Overview:
The students will establish the geographic relationship of Mexico and the United States and develop a greater appreciation of another culture.

Procedure:
Students will place an "X" on the approximate location of Wichita and label the United States and Mexico on a map of North America. Questions relating to geography may be introduced such as:

- a. How long would it take to get to Mexico?
- b. Which country is smaller? Which is larger?
- c. What direction is Mexico from the United States?
- d. Would people in Mexico have a lot of snow?

Follow-up Activities:

1. Teach the children simple phrases in Spanish such as:
   - a. Good day - Buenos dias
   - b. Good afternoon - Buenas tardes
   - c. Good morning - Buenos dias
   - d. Good night - Buenos noches
   - e. One to ten - Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez
2. Play some Mexican music, such as the "Mexican Hat Dance."
3. After looking at several pinatas or pictures of pinatas, let the children make them from a small sack stuffed with paper and closed with a rubber band. Paint or color the bag and paste on head, tail, legs, etc.
4. Make a papier mache pinata, page 64 in Child Art Guide.

Activity 9: Dolls of Other Lands

Overview:
To present a clear idea of the dress of other lands.

Procedure:

1. Create a doll display. Also a dress or hat display. Encourage parents to come and discuss trips they have taken to other lands.
2. Design and dress a doll on paper.

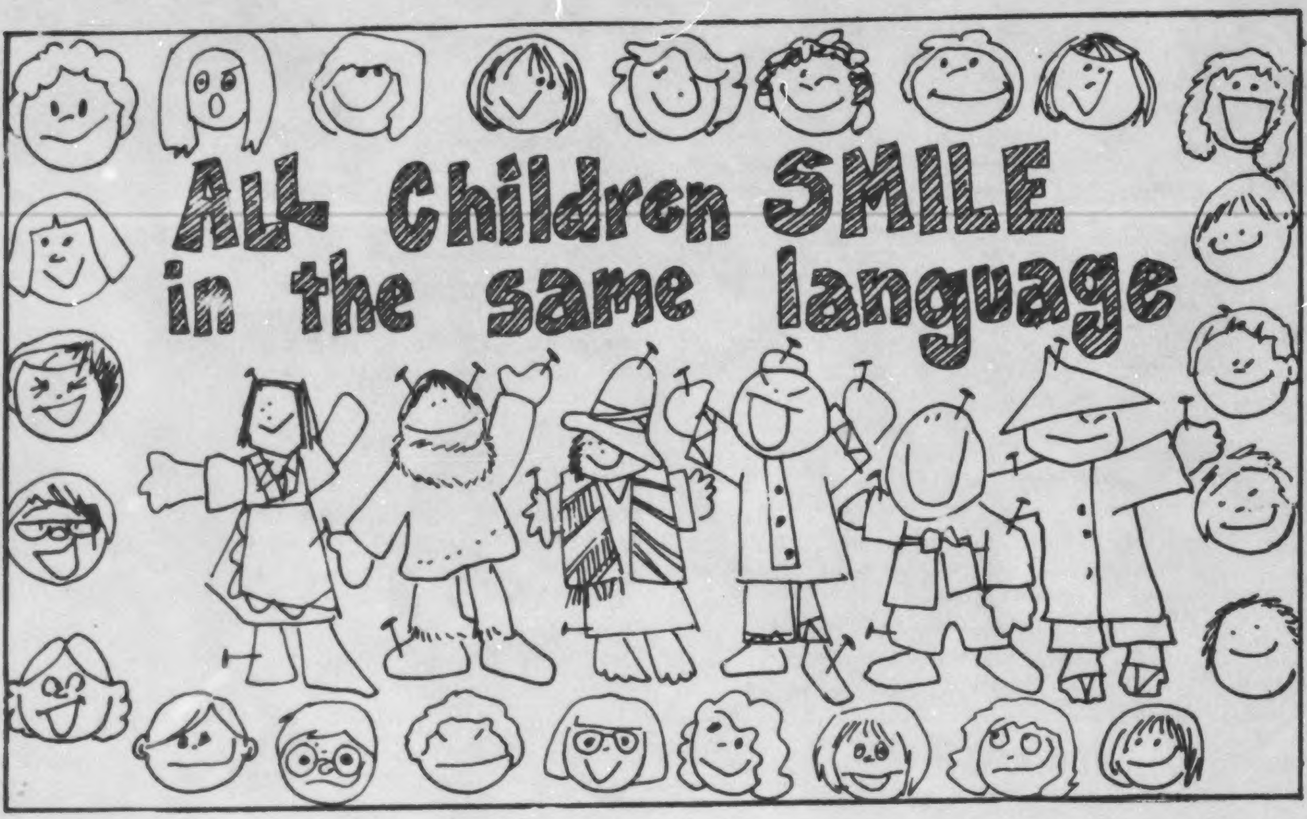
Resources:
MTC Teacher Resource Guide Mexican Fiesta In The Classroom

SMC Record Mexico and Other Great Hits Monmument

Children's Books:

SMC The Fence, Belet, Jan
SMC Nine Days To Christmas, Hall, Marie
SMC Taco, The Snoring Burro, Holland, Helen
SMC Pedro, Flack, Marjorie
SMC Two Pesos for Catalina, Kirn, Ann

Extension Activities:
(Taken from IYC 1979)


ALL Children SMILE
in the same language

1. Have students make smiling self-portraits on paper plates. Make a border around the room with the plate portraits.
2. Discuss the effects of smiles in any culture.
3. Have students list reasons for children smiling in any culture. Emphasize the similarities among the cultures.

Title: How Does It Feel? (Taken from IYC 1979)

Introduction:
People in our world today face many problems. Hunger, poverty, overpopulation, and poor health to mention only a few. Our perception of these problems may in some way have an effect on the children of tomorrow. The main theme of this activity is to acquaint children with the severity of these problems and to encourage them to express their feelings.

Objectives:
- to increase student awareness of serious world problems
- to heighten student awareness of how these problems affect children
- to encourage students to express their feelings in regard to these problems

Materials:
A collection of approximately 15 pictures selected from old magazines and textbooks showing evidence of world problems such as hunger, overpopulation, poverty, poor living conditions, poor health, etc. (National Geographic is a good source.)

Procedure:
The teacher may select one or more of the following approaches:
1. Mount your collection of pictures on posterboard and laminate or seal with clear contact paper. Cut small cards from posterboard and write one or two sentences that would describe each picture. As a small group or independent activity the students may sort and match a picture with the appropriate sentence card.
2. Post the pictures on a bulletin board and seat the children nearby. Hold a discussion regarding student reaction to the pictures. How do the pictures make you feel? Is there anything you as an individual, a class, school, community, or nation can do to help solve these problems? Why do these problems exist? Do we have any of these problems in our own country?
3. Following either of the above activities it might be interesting to have the student select one picture and write a sentence or two describing a wish they might have for the people in the photograph. Post these wishes under the appropriate pictures.

Title: It's A Small World

Introduction:
"It's A Small World" was the name of the Disney exhibit at the 1964 New York World's Fair. It was transferred to Disneyland in 1966 and is one of the most beautiful attractions there. The attraction may also be enjoyed at Disney World.

The words in this song offer an awareness to children that there are similarities everywhere which truly make this a "small world."

Objectives:
- to foster an awareness that it is a "small world." We all laugh and cry.
- to sequence the phrases of this gong, once it has been learned.

Materials:
"It's A Small World" handouts
posterboard
magic marker

Preparation:
Duplicate music handouts for each child. Copy the song on large posterboard. Cut the song into phrases.

Procedure:
1. Teach the song. (Time and method will vary.)
2. Stimulate a discussion about the significance of these words.
3. Place the song phrases at a learning center.
4. Have children (4 or 5) work together to arrange their proper sequence.
5. Have students check the sequencing by referring to the handout of the song itself.

Follow-up:
A listening center could be set up using Disney's read-along version of "It's A Small World."

It's A Small World
(Taken from IYC 1979)

It's a world of laughter, a world of tears;
It's a world of hopes and a world of fears.
There's so much that we share that it's time
  we're aware,
It's a small world after all.

It's a small world after all,
It's a small world after all.
It's a small world after all,
It's a small, small world.

There is just one moon and one golden sun
And a smile means friendship to everyone.
Though the mountains divide
and the oceans are wide,
It's a small world after all.

It's a small world after all,
It's a small world after all.
It's a small world after all,
It's a small, small world.

by Richard M. Sherman
and Robert B. Sherman

Title: Some Children Are... (Taken from IYC 1979)

Introduction:

Children need to be aware of people and other cultures. This activity can serve as an introduction to colors, foods, languages, clothes, homes, and hobbies of other cultures.

Objectives:

- to create an awareness of aspects of other cultures
- to work with nouns, verbs, and adjectives
- to practice with choral readings

Materials:

handout
chart paper or large railroad board

Preparation:

1. Copy the poem "Some Children Are..." onto the chart paper or railroad board.
2. Let students decorate the poem with the drawings of children from around the world.

Procedure:

1. Read the poem to the children. Discuss the different colors, foods, languages, clothes, homes, and hobbies mentioned. Have children try to identify from what countries some of the items mentioned originate.
2. Practice choral reading with the poem. Tape the group reading if desired.
3. Have the children draw some of the things mentioned in the poem. Do the choral reading again and display the pictures at the right time.
4. For older children, begin identifying all the nouns in the poem. Make a list of the common and proper nouns.
5. Identify all the verbs in the poem. Make a list of action verbs and forms of be.
6. Make a list of all the descriptive words found in the poem.

Evaluation:

Observation of active participation and contributions.

Follow-up:

Present a special program of the choral reading for the school. Use all of the pictures and if possible, include some dramatization.

Some Children Are...
(Taken from IYC 1979)

Some children are brown
  like newly baked bread,
Some children are yellow
  and some are red,
Some children are white
  and some almost blue
Their colors are different--
  the children like you!

Some children eat porridge
  and some eat figs,
Some children like ice-cream
  and some roasted pigs!
Some eat raw fishes
  and some Irish stew--
Their likings are different--
  the children like you!

Some children say "yes"
  and some say "oui"
Some say "ja"
  and some say "si"
Some children say "peep,"
  and some say "booh--"
Their words may be different--
  the children like you!

Some children wear sweaters
  and some rebozos,
Some children wear furs
  and some kimonos,
Some children go naked
  and wear only their queue.
Their clothes may be different--
  the children like you!

Some children have houses
  of stone in the streets,
Some live in igloos,
  and some live on fleets.
Some live in old straw huts
  and some in new--
Their homes may be different--
  the children like you!

Some children are Finnish
  and some from Japan,
Some are Norwegian
  and some from Sudan.
Oh yes, we have children
  in valley, on pike.
Their countries are different--
  the children alike!

Oh, if they could dance
  and if they could play
Altogether together
  a wonderful day!
Some could come sailing
  and some could just hike!
So much would be different--
  and children alike.

Jo Tenjford Oslo

Title: Weaving (From IYC 1979)

Introduction:
For centuries some form of weaving has been done. Mats for protection from the damp earth, hats to protect heads from the sun, clothing, blankets, and containers to carry things or rock babies are just a few of the many items woven by people throughout the world.

Objectives:
- to introduce students to an ancient form of making useful items
- to have students actually weave and create something

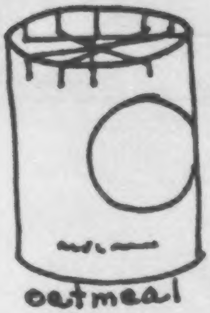
Materials:
yarn
needles with large eyes
specific materials listed in the directions for a particular item

Preparation:
Teachers not familiar with weaving techniques may want to practice before demonstrating for students.

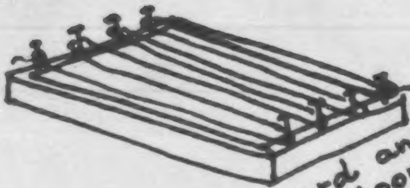
Procedure:
1. Tell students in advance that the class will be weaving. Ask students to bring yarn from home.
2. Demonstrate the weaving technique to be used. Start with the simplest form of weaving and work up to the more difficult. Some students will catch on immediately, others will not. Have students who understand the concept demonstrate it to those who do not.
3. Allow students to work on projects whenever time permits.
4. Display completed projects.

Follow-up:
Children may want to try more advanced weaving forms.

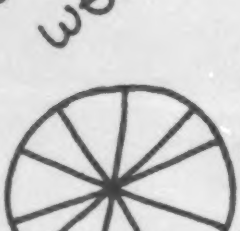
OVER and UNDER weaving



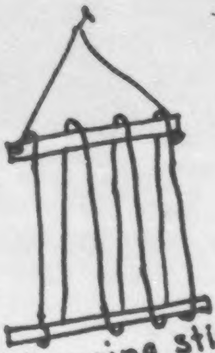
oatmeal box



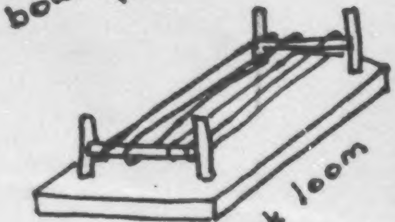
board and nail loom



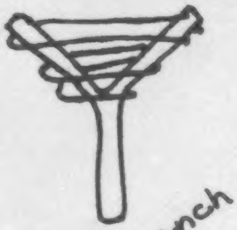
paper plate



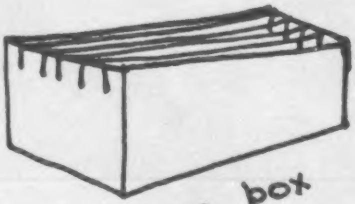
hanging stick loom



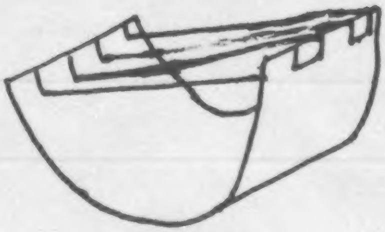
plank loom



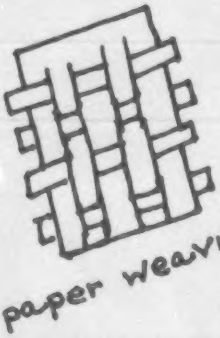
Y-branch loom



shoe box loom



cardboard loom

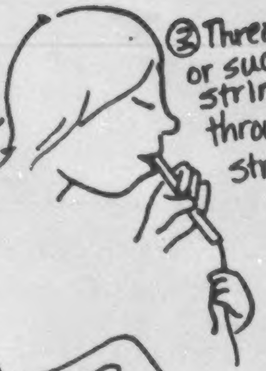


paper weaving

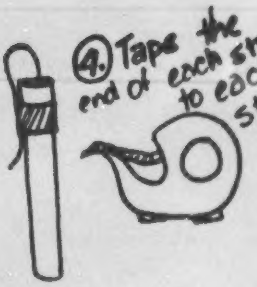
WEAVING
with
STRAWS

① use 4-5 straws.

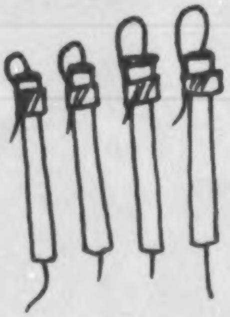
② Measure 5 strings twice your waist size.

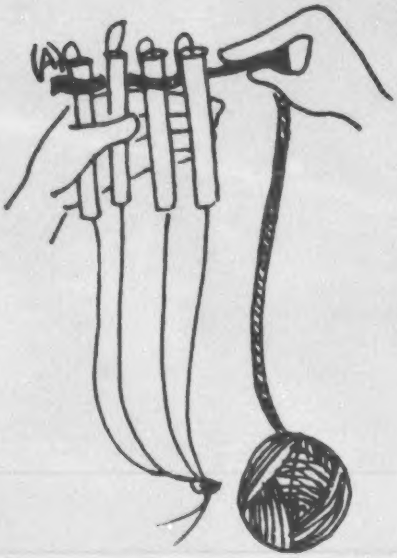


③ Thread or suck strings through straw.

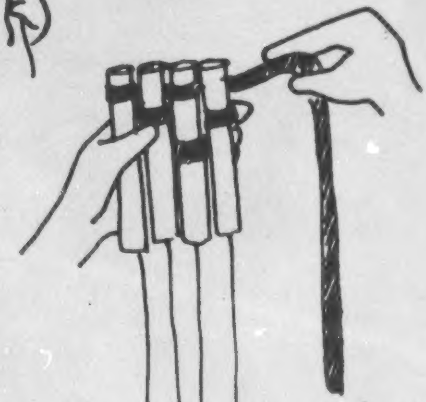


④ Tape the end of each string to each straw

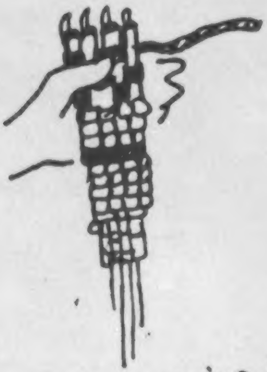




Tie yarn to first straw (A)



WORK the yarn over and under the straws



As the weaving fills the straws, push weaving down into the strings.

Title: Poetry From Our Oriental Neighbors (Taken from IYC 1979)

Introduction:
The power of poetry is important in any culture and very necessary. It conveys a special language and feeling of the people it reflects. In this activity, the student will write original poetry using poetry forms from Oriental cultures, thus acquiring an awareness of literary differences.

Objectives:
- to have students become familiar with non-rhyming poetry from other cultures.
- to have students write poetry using these forms.

Materials: copies of the handouts of poetry forms

Preparation:
Teachers may want to familiarize themselves with the various poetry forms.

Procedure:

1. Introduce each poetry form separately. This will avoid confusion for the student. Begin with haiku since it is the simplest. Haiku is a Japanese verse form of ancient origin. The pattern is three lines, seventeen syllables - nonrhyming. The purpose is to give a single thought or observation about nature and the seasons.

   Example: Butterflies and bees (5)
   Exchanging gossip freely (7)
   As summer days wane (5)

   Have students write and illustrate their haiku.

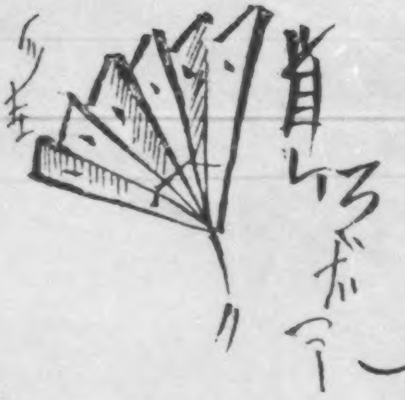
2. Introduce senryu, another Japanese poetry form. The pattern is the same as a haiku; however, the topic is not about nature and the seasons.

   Example: Everywhere I go (5)
   Hunger, tears, sadness, disease (7)
   Let's make it better (5)

   Have students write and illustrate their senryu.

Senryu

a Japanese poetry form—not about nature—



________________________________ (5)

________________________________ (7)

________________________________ (5)

________________________________ (5)

________________________________ (7)

________________________________ (5)

________________________________ (5)

________________________________ (7)

________________________________ (5)

________________________________ (5)

________________________________ (7)

________________________________ (5)

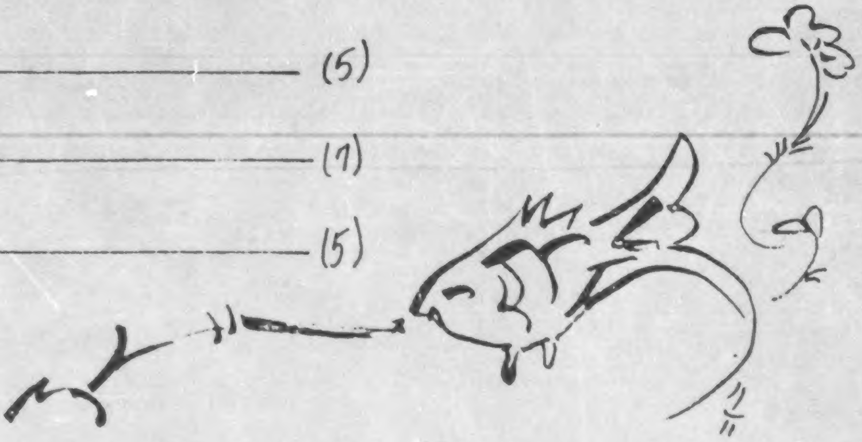
Haiku

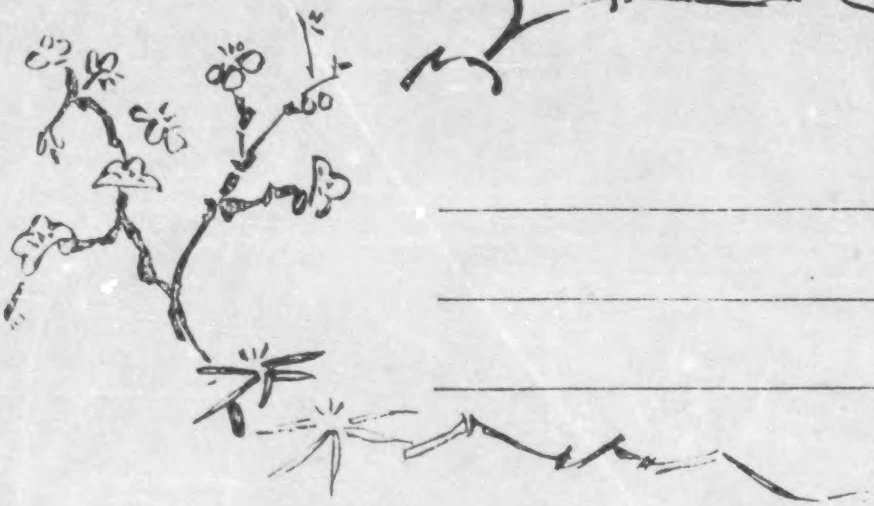
a Japanese verse form—about nature and seasons—

_______________ (5)

_______________ (7)

_______________ (5)





_______________ (5)

_______________ (7)

_______________ (5)

_______________ (5)

_______________ (7)

_______________ (5)

_______________ (5)

_______________ (7)

_______________ (5)

Title: Which Way Is Africa? (Taken from IYC 1979)

Introduction:
Teaching children the geographic directions is an on-going task. Most students are unaware of the position of the continents in relation to our own country. This activity is designed to help students learn these skills while using a game format designated for small groups.

Objectives:
- to increase student awareness of the position of the continents
- to reinforce north, south, east, and west directions
- to develop awareness that children live on all the continents around the world.

Materials:
posterboard
gameboard handout
transparency
2-4 markers (buttons, toy cars, etc.)
set of 25 cards with written directions such as:
"Move 3 spaces south toward South America."
For young children, the cards could include arrows to indicate directions.

Procedure:
1. Make a transparency of the gameboard.
2. Use an overhead projector to enlarge the gameboard onto the posterboard.
3. Two to four children may play. The rules are as follows:
   a. All players begin at North America.
   b. First player draws a card, moves his marker the correct number of spaces, and places his card on the bottom of the deck.
   c. Play continues on to the next player until one player reaches the edge of the gameboard.

100
N
W
S

Activity 10: In-depth View of Specific Countries

Overview:
Children will develop a more in-depth appreciation and understanding of specific cultures.

Materials and Preparation:
See the bibliography that follows.

Procedure:
Each country should be taught as a mini unit. Select the countries you wish to study and follow the suggested format of exploratory questions:

1. Locate the country and determine the size.
2. On what continent is it located?
3. What are the borders of the country?
4. If you were going to visit this country, how would you travel to get there?
5. How do the people dress?
6. What types of food are eaten? We suggest cooking, using the recipes in the guide, plus any supplied by the teacher or class.
7. What kinds of animals live in this country?
8. What customs do they have that are different than ours.
9. What language is spoken?
10. Listen to music of other lands.

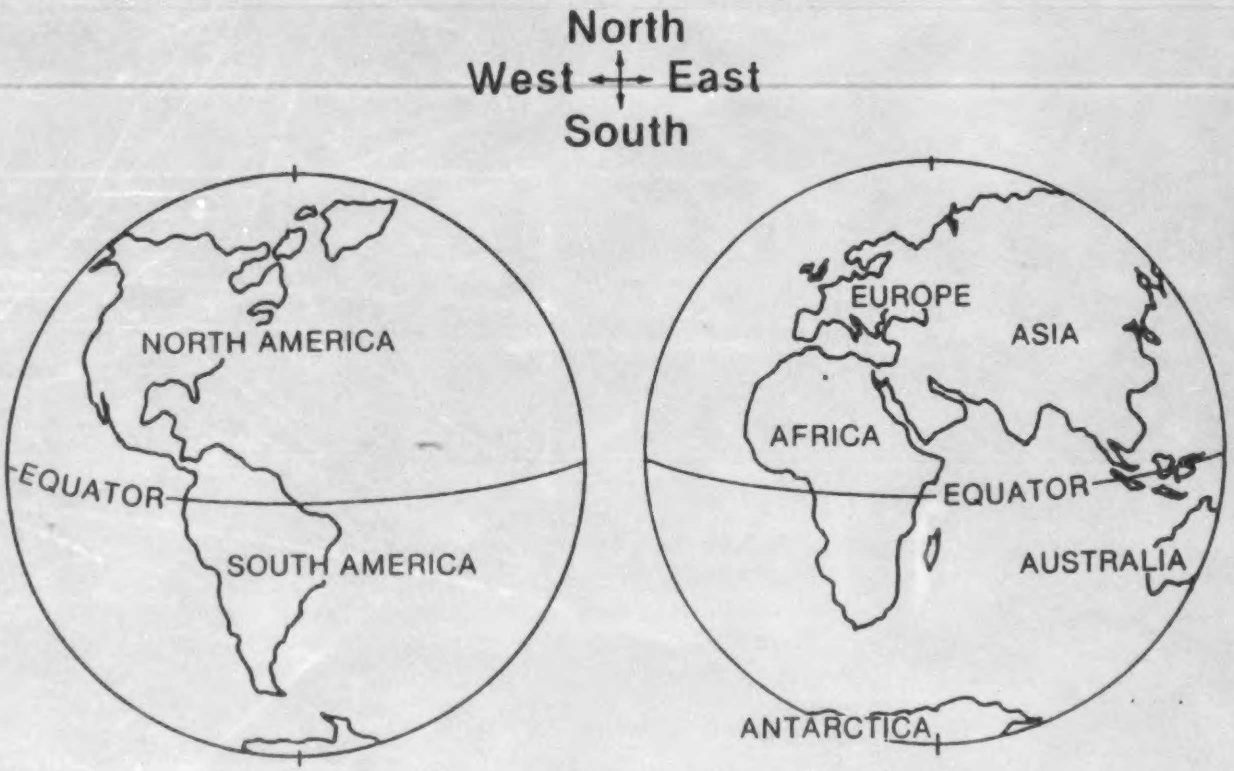
Maps Available for Teacher Use

NAME ____________________

MASTER

SSMG2-03

3 Imaginary Lines


North
West
East
South
NORTH AMERICA
EQUATOR
SOUTH AMERICA
EUROPE
ASIA
AFRICA
EQUATOR
AUSTRALIA
ANTARCTICA

The Earth is round, like a ball. These two maps show the shape of the Earth's biggest pieces of land. An imaginary line cuts the Earth in half. The imaginary line is halfway between the North Pole and the South Pole. The line is called the Equator. Look at the direction key. Then do the following:

1. Color orange the three big pieces of land that are all in the northern half of the Earth.
2. Color green the two big pieces of land that are partly in the northern half and partly in the southern half of the Earth.
3. Color brown the two big pieces of land that are all in the southern half.
4. Color the water areas blue.

Skill: Identifying North and South Poles and Equator.

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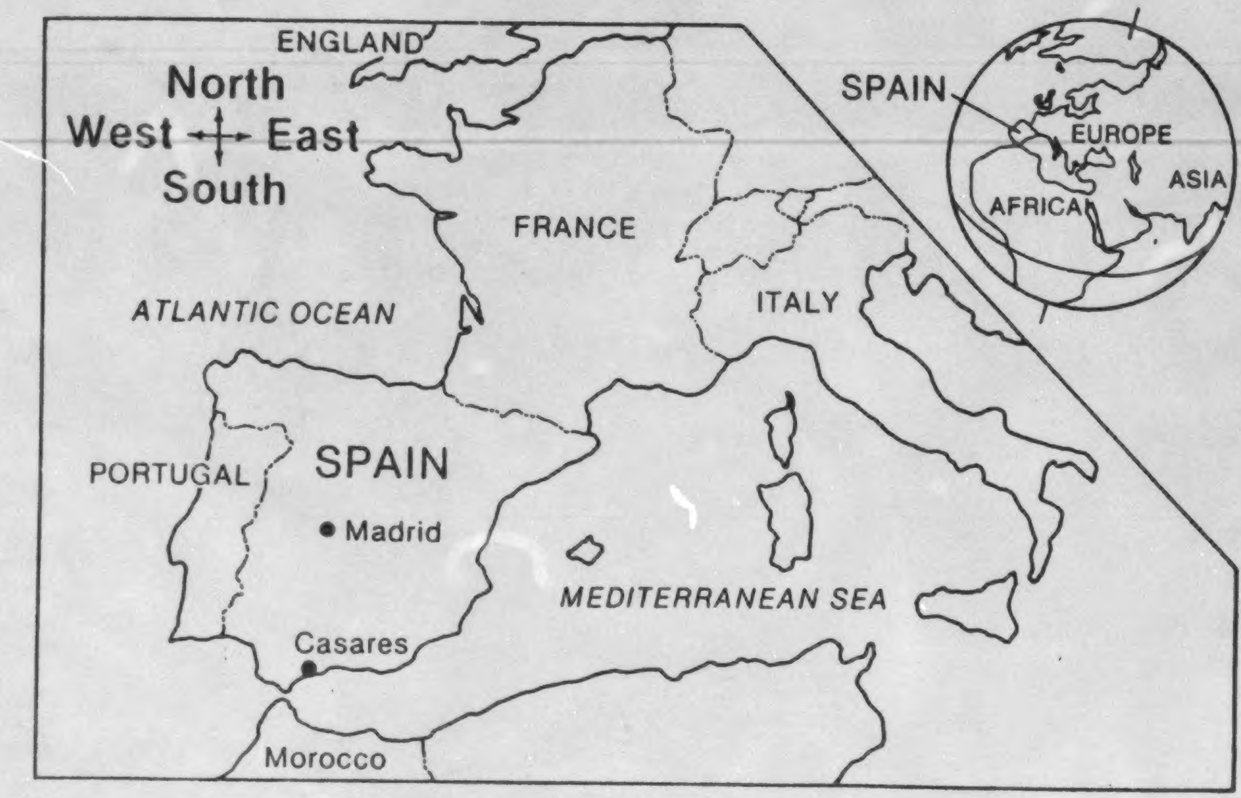
GRADE 2
Unit V - "Places In The
Neighborhood"
Activity 1

NAME ____________________

SSMG 2-08

MASTER

8 Spain


ENGLAND
North
West
East
South
FRANCE
ATLANTIC OCEAN
ITALY
PORTUGAL
SPAIN
Madrid
Casares
MEDITERRANEAN SEA
Morocco
SPAIN
EUROPE
ASIA
AFRICA

Eduardo and Isabel live in Casares, Spain.

Find Spain on the map. Then answer these questions.

1. What country is north and a little east of Spain? ____________________
2. What country is west of Spain? ____________________
3. Name an ocean and a sea that touch Spain's shores.

____________________ and ____________________

4. What direction would you go to get from Casares to Madrid? ____________________
5. What country is south of Spain? ____________________

Color each country a different color and color the water blue.

Skill: Locating countries in relation to each other

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GRADE 2
Unit VI - "World Neighbors"
Activity 1, 2, and 3

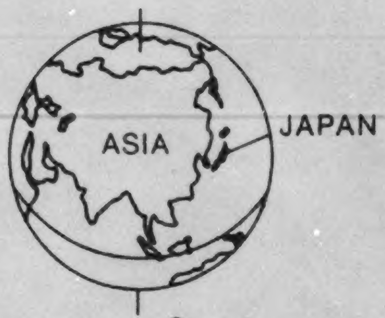
NAME ________________________________

SSMG2-09

MASTER

9 Japan

Mr. Lucky Straw is a story about Japan. The small map shows how Japan would look on a globe. The page also has a large map of Japan. Japan is a country made up of islands. An island is a small piece of land with water all around it. Study the map and then answer these questions.



1. The names of the four main islands of Japan are:

   ____

   ____

   ____

   ____

2. What sea is to the west of Japan?

   ____

3. What ocean is to the south of Japan?

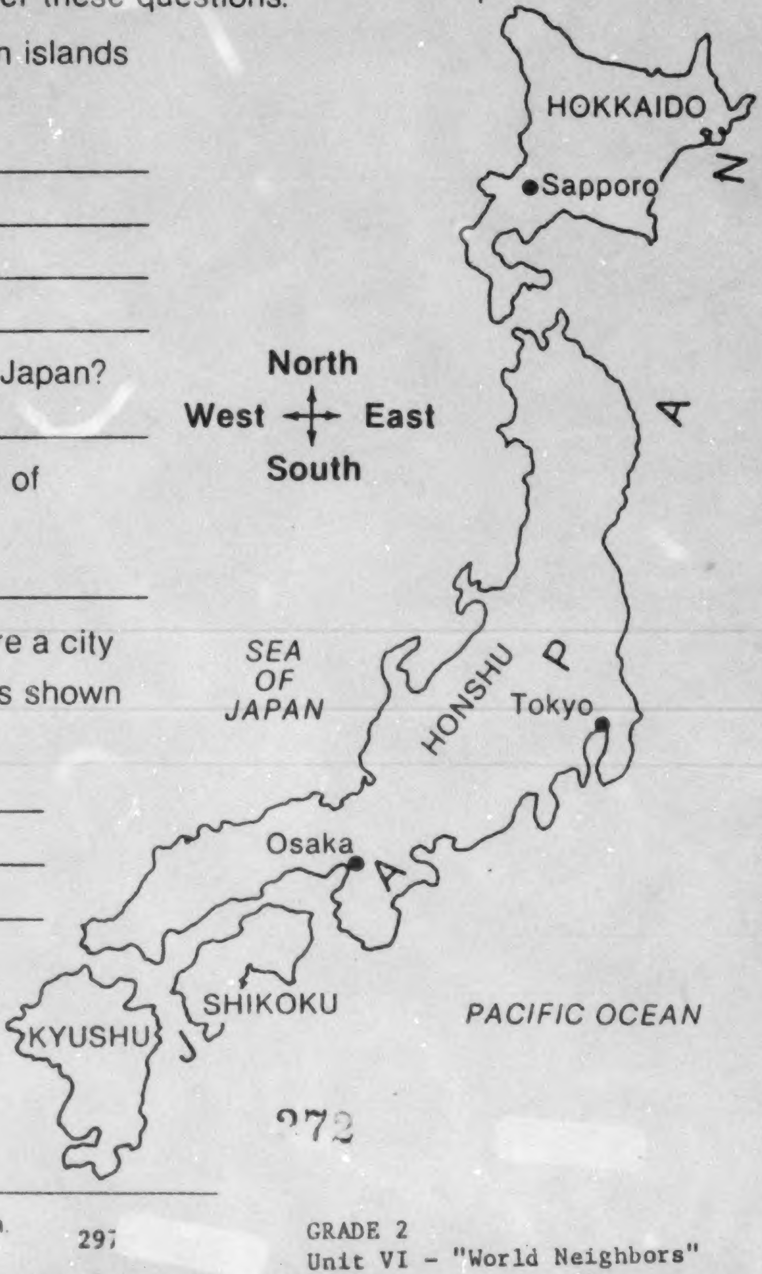
   ____

4. A dot on a map shows where a city is. What are the three cities shown on this map?

   ____

   ____

   ____


HOKKAIDO
Sapporo
N
A
North
West
East
South
SEA OF JAPAN
HONSHU
P
Tokyo
Osaka
A
SHIKOKU
KYUSHU
J
PACIFIC OCEAN

Skill: Identifying the island nation of Japan.

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GRADE 2
Unit VI - "World Neighbors"
Activity 1, 2, and 3

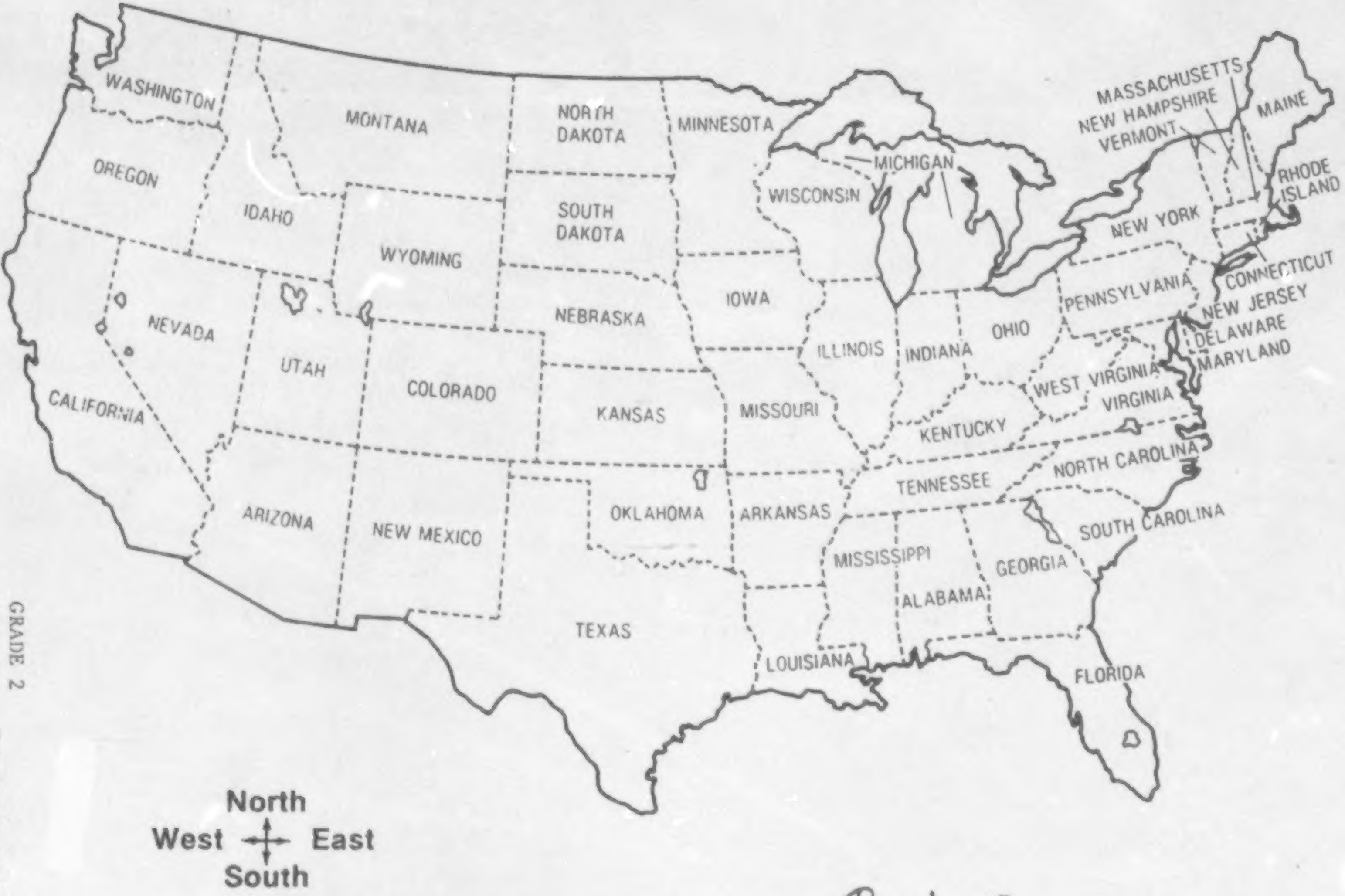
MASTER

10 The United States: How Big?

(part 1, see Master 11 for directions)

NAME ____________________

SSMG2-10


WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
OREGON
IDAHO
SOUTH DAKOTA
WISCONSIN
MICHIGAN
WYOMING
NEVADA
UTAH
NEBRASKA
IOWA
ILLINOIS
INDIANA
OHIO
PENNSYLVANIA
NEW YORK
MASSACHUSETTS
NEW HAMPSHIRE
VERMONT
MAINE
RHODE ISLAND
CONNECTICUT
NEW JERSEY
DELAWARE
MARYLAND
CALIFORNIA
COLORADO
KANSAS
MISSOURI
KENTUCKY
WEST VIRGINIA
VIRGINIA
NORTH CAROLINA
TENNESSEE
ARIZONA
NEW MEXICO
OKLAHOMA
ARKANSAS
SOUTH CAROLINA
MISSISSIPPI
ALABAMA
GEORGIA
TEXAS
LOUISIANA
FLORIDA
North
West
East
South

Grade 2

Skill: Demonstrating understanding of relative size

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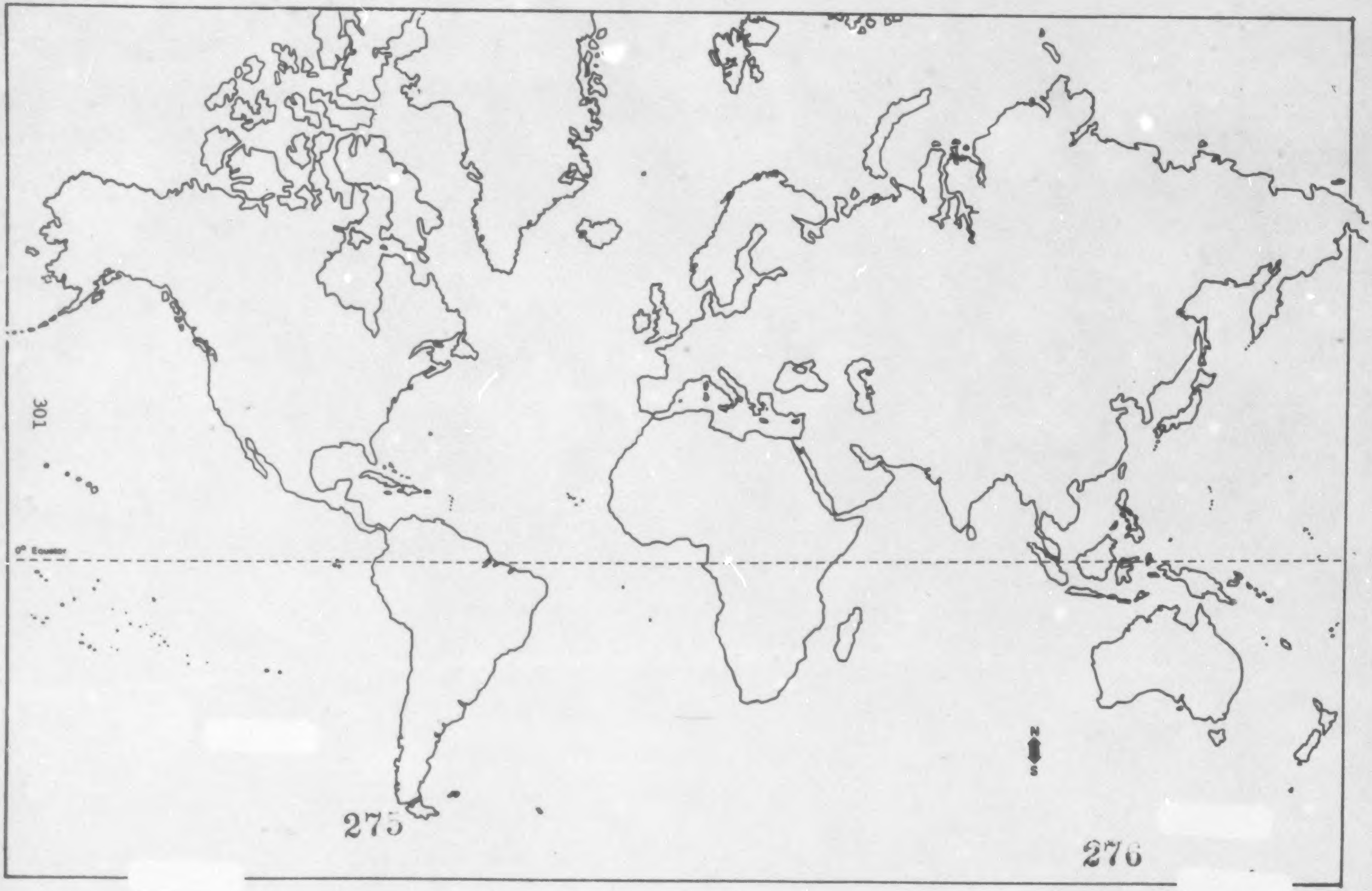
GRADE 2
Unit VI - "World Neighbors"
Activity 2

World Map


0° Equator
N
S

World Neighbors

Bibliography

Books		
Balet	The Fence	Delacorte
Bannon	Manuela's Birthday	Whitman
Bowers	The Wishing Book Doll	Morrow
Bulla	Poppy Seeds	Crowell
Carlson	Sashes Red and Blue	Harper
Dobrin	Taro and The Sea Turtles	Coward
Ets	Nine Days To Christmas	Viking
Flack	Pedro	Macmillan
Flack	The Story About Ping	Viking
Freshet	Kangaroo Red	Scribner
Hader	Story of Pancho and The Bull With The Crooked Tail	Macmillan
Holland	Taco, The Snoring Burro	Abelard
Johnson	Barney Of The North	Harcourt
Kingman	Philippe's Hill	Doubleday
Kingman	Pierre Pigeon	Houghton
Kirn	Two Pesos For Catalina	Rand
Leeming	Costume Book	Lippincott
Lifton	Joji And The Fog	Morrow
	National Geographic Picture Atlas Of The World	National Geographic
McNeer	Little Baptiste	Houghton
Newell	Kippy The Koala	Harper
-MTC-	Pedro (short set)	Bomar
Politi	Rosa	Scribner
Schweitzer	Amigo	Macmillan
Flat Pictures		
Harris	Australia	Informative Classroom Pictures
-SMC-		
SMC	Children of Africa	SVE
SMC	Children of America	SVE
SMC	Children of Asia	SVE
SMC	Children of Australia	SVE
SMC	Children of Europe	SVE
SMC	Children of South America	SVE
SMC	Family Lifestyles Around The World	Cook
Sound Filmstrips		
MTC	Africa: Continent In Change	National Geographic
MTC	Five Families	
MTC	Other People, Places, and Things	Learning Tree
Video Tape Cassettes		
IMC VTC 1409	Kids Visit School Children Around The World	

Kits

IMC 0118	Children Of The World Say Good Morning	
MTC	China	Nystrom
IMC 0329	Living In Japan	
IMC 0536	Week in Ayas' World - Africa	
IMC 0538	Week in Daniel's World - France	
IMC 0535	Week in Hagar's World - Israel	
IMC 0534	Week in Robert's World - The South	
IMC 0537	Week in Yaris' World - Greece	

Recordings

SMC	Africa In Story, Legend, Song, And Thought	Miller Brody
SMC	Favorite Songs of Japanese	Bomar
SMC	Hi Neighbor - Books and Records on Many Countries	
SMC	Mexico and Other Great Hits	Monument
SMC	Negro Folk Music and America	Folkways
SMC	Oh Canada: A History of Canada In Folksongs	Folkways

Teacher Resources

Cain and Hunt	Games Around The World	
Cole -MTC-	Children Are Children Are Children	Little
MTC	Cultural Awareness for Young Children	
Wedderspoon -MTC-	International Enrichment Projects	Ethnic Studies
	International Year Of The Child-Activity Book	USD 259
Wedderspoon -MTC-	Japanese Folk Toys	Ethnic Studies
MTC	Lands Of Africa	Allyn and Bacon
Wedderspoon -MTC-	Mexican Fiestas In The Classroom	Ethnic Studies

800 numbers for Bilingual/English As A Second Language Information:

National Bilingual Clearninghouse - 1-800-336-4560
Indochinese Clearinghouse - 1-800-424-3750

Graciela Barrera, Coordinator
Bilingual/English As A Second Language Programs
Educational Services Building
640 North Emporia
Wichita, Kansas 67214
268-7805

SOCIAL STUDIES HOLIDAYS

Activities relating to the holidays listed in this section are to be selected and developed at the discretion of the teacher. No attempt has been made to place certain holidays at specific grade levels. The sequence of holidays according to the calendar year is:

Halloween	October 31
Thanksgiving	Late November
Hanukkah	December
Christmas	December 25
Martin Luther King Day	January 15
Kansas Day	January 29
Tet New Year	Late January or Early February
Groundhog Day	February 2
Valentine´s Day	February 14
Lincoln´s Birthday	February 12
Washington´s Birthday	February 22
Saint Patrick´s Day	March 17
Easter	Late March or April
May Day	May 1
Mother´s Day	Mid May

HALLOWEEN
October 31

Background:
Halloween is a festival celebrated on October 31. The name means hallowed or holy evening because it comes the day before All Saints' Day. Some sources feel this celebration was held as a counterpart to the earlier Druid festivals. Hundreds of years before the birth of Christ, the Druids of Gaul and Britain held autumn festivals called Samhain (Sah-win) or Summer's End. Sacrifices were offered to the sun god and the god of the dead. They gave thanks for the harvest stored away for the winter. During this time, people believed ghosts and witches were in existence and that they were very active during the Summer's End festivals. In the Christian era some people believed that the night before All Saints Day, Halloween, was a time when ghosts and spirits were quite active.

Activities:

1. The Celts believed in "wild things." Use Maurice Sendak's *Where the Wild Things Are,* as an introduction. Have the students imagine what kinds of creatures they might meet on Halloween night. Let the students make their eerie creatures on large pieces of butcher paper (9 x 15) or poster board. Use pastels or melted crayon for outlines and fill in with water color.
2. Have the students listen to Camille Saint Saens music "Danse Macabre" (Dance of Death). After the students listen to the music, discuss what ideas or feelings the music gives them. "Was the music eerie, loud, or soft?" Have the students choose colors which show how the music makes them feel. Following a second listening, have the students draw or paint a picture to show what they think is happening in the music. The teacher may then wish to tell what the composer wrote the music to represent. (Check with the music teacher to be sure this activity will not be duplicated.) At the beginning of the music the clock strikes midnight. The spirits come out of their graves and dance around the graveyard. The music closes with the spirits returning to their graves.
3. The Celts carried big turnips that had been carved. Later children carved pumpkins and called them "bogies." These later became known as jack-o-lanterns. Let the students design "bogie" or jack-o-lantern faces. All grades could carve pumpkins or put "bogie" face designs into form using construction paper pumpkins.
4. Apples and nuts are traditional Halloween foods. In Rome apples and nuts were laid out to honor and thank Pomona during the fall celebration. In England the holiday we know as Halloween was known as "Nutcrack Night" or "Snap Apple Night." Apples and nuts might be shared with the class as a tasting activity. Correlating with properties and material objects, examine the apples and nuts by listing properties of each.
5. Encourage the students to also think of Halloween as a time of sharing and not only tricks, treats, and mischief. Use the idea of the United Nations establishing UNICEF in 1950. Explore ways in which UNICEF (The United Nations International Children's Emergency Fund) aids children of the world. The teacher may wish to do research on projects which have been underwritten by this fund. Have the students think of ways they can help others around them on Halloween. Information about UNICEF is available from the United States Committee for UNICEF, United Nations, New York, NY.

6. Balloon Pumpkin Trick-or-Treat Containers. Cover inflated balloons with wheat paste coated newspaper strips. Let the strips dry after every three layers. Dry thoroughly. The teacher will use sharp scissors or a knife to cut an opening for treats. Paint the "artificial pumpkins" to resemble jack-o-lanterns, shellac them and attach yarn handles.
7. Draw three simple Halloween ghosts on butcher paper and decorate with hats and buttons. Make sure the hats and buttons are all different in size and color. Decide which ghost has more buttons. List the properties of the buttons. Which ghost has the most buttons? Continue describing the hats using properties.
8. Read the book Where the Wild Things Are, by Maurice Sendak. Let the children act out the story while wearing their Halloween costumes.
9. A field trip could be planned to the grocery store to buy a pumpkin. The pumpkin could be carved by the children or cut up and cooked for pumpkin bread or pumpkin pies. The seeds could be roasted or saved for spring planting.
10. Read the book The Marshmallow Ghosts by Friedrich. Make a small house out of a cardboard box and make "ghosts" out of marshmallows, toothpicks and red hots.
11. Choral Reading "A Halloween Seed" by Karen K. Koch.

A Halloween Seed
by Karen K. Koch

A Choral Reading

One day last spring on the garden floor
I found a flat, white seed.
I covered it up with a little dirt
And the water it might need.

Chorus: Surprise! Surprise!
And all that from a flat, white seed!

It rested there, and soon I saw
A tiny stem push up.
And then some leaves and then some more
Till I thought it wouldn´t stop.

Chorus:

The vines crawled over the garden floor
(A beetle lived within)
While up on top, yellow flowers popped
Then disappeared again.

Chorus:

Now tiny balls begin to form
Where the flowers used to be.
Some were green, some were gold
There must have been ninety-three.

Chorus:

When fall arrived, I checked that vine
And found to my surprise,
That all those balls had grown and grown
To a very monstrous size.

Chorus:

So that was it! And just in time,
For HALLOWEEN was near.
A pumpkin for a jack-o-lantern
Had been growing for a year.

Chorus:

On Halloween night at our front door
Something new was there.
My pumpkin face had a light inside
For all my friends to share.

Chorus:

POEMS/SONGS

Pumpkin Bells

Dashing through the streets
In our costumes bright and gay
To each house we go
Laughing all the way.
Halloween is here,
Making spirits bright
What fun it is to trick-or-treat
And sing Pumpkin Carols tonight!!
Oh, Pumpkin bells! Pumpkin bells!
Ringing loud and clear,
Oh what fun Great Pumpkin brings
When halloween is here!

I Heard the Bells on Halloween

I heard the bells on Halloween
Their old, familiar carols scream,
And wild and sweet
The words repeat
The pumpkin season´s here again.

Then pealed the bells more loud and strong
Great Pumpkin comes before too long,
The good will get
The bad will fret
The pumpkin season´s here again!

Deck the Patch

Deck the patch with orange and black
  Fa la la la la, la la la la
Take along your goody sack
  Fa la la la la, la la la la
Don we now our gay apparel
  Fa la la, la la la, la, la, la
Troll the ancient pumpkin carol
  Fa la la la la, la la la la

See the great one rise before us,
  Fa la la la la, la la la la
As we sing the pumpkin chorus
  Fa la la la la, la la la la
Follow him as he ascends
  Fa la la la la, la la la la
Join with true great pumpkin friends
  Fa la la la la, la la la la

O Pumpkin Cards

O Pumpkin cards! O Pumpkin cards!
Carry greetings to my friends.
Let them know the day is here
When Great Pumpkin will appear.
O Pumpkin cards! O Pumpkin cards!
Carry greetings to my friends!

I´m Dreaming of the Great Pumpkin

I´m dreaming of the Great Pumpkin
Just like I do this time each year
When he brings nice toys
To good girls and boys
Who wait for him to appear.

I´m dreaming of the Great Pumpkin
With every Pumpkin card I write.
May the Great Pumpkin visit you
  tonight,
And may all your Halloweens be
  bright.

The Twelve Days of Halloween

(last verse)

On the twelfth day of Halloween
My true love gave to me, twelve
  bats a-flying, eleven masks
  a-leering, ten ghouls a-groaning,
  nine ghosts a-booing, eight
  monsters shrieking, seven
  pumpkins glowing, six goblins
  gobbling, five scarey spooks,
  four skeletons, three black cats,
  two trick-or-treaters, and an
  owl in a dead tree.

Jilly-Jilly-Jumpkin

Jilly-Jilly Jumpkin
Hollowed out a pumpkin,
Fixed a string around it
Tied to a balloon,
Then Jilly-Jilly-Jumpkin,
Climbed inside her pumpkin.
And flew away at midnight
To the mellow-yellow moon.

Her father called:
"Hey, Jilly! How can
you be so silly?
Just come right back
this instant
and get into your bed."

Her mother cried:
"Please, Jilly,
don't act so willy-nilly,
pumpkins are not for flying,
they're for pies and tarts instead."

But Jilly-Jilly-Jumpkin
Flew skyward in her pumpkin
And never even listened
To a single word they said.

How To Grow Pumpkins

Scoop out the seeds, spread them on a paper towel and let them dry for a week.
Store in a cool, dry place.
To harvest pumpkins at Halloween, plant in June.
Plant your seed about 1/2" deep in rich soil.
If you live in an apartment, you can plant your seed in a pot. A plant will grow, but probably no fruit will grow. You can start your pumpkin in a pot and transplant it outside when it gets bigger so it will continue to grow.

Recipe for Roasted Pumpkin Seeds

Remove seeds from the center of a fresh pumpkin. Wash the seeds and spread them to dry on paper towels. Dry thoroughly.

Melt butter in sauce pan and add seeds.

Spread seeds on a cookie sheet and bake in 350 degrees oven until golden brown. Salt and eat. M---, M---, Good!

THANKSGIVING DAY
Fourth Thursday in November

Background:

Thanksgiving is a time to be thankful. Americans today gather together with family, relatives, and friends to celebrate Thanksgiving.

In 1621 the Pilgrims at Plymouth and the Wampanoag Indians observed the first Thanksgiving feast. The Pilgrims were grateful to the Wampanoag Indians and to Squanto, the sole survivor of the Patuxet tribe. Without his help and knowledge of how to dry fruit, and plant and fertilize corn, the colonists would have faced starvation.

At the first Thanksgiving feast, fifty-one colonists and ninety-one Indians shared a meal which consisted of venison, wild turkey, geese, clams, boiled eel, watercress, leeks, and spirits brought from England. Their meal probably included cornbread, dried gooseberries, strawberries, cherries, and plums. In later years, cranberries, pumpkin pies, puddings, celery and sweet potatoes were added to the menu.

The celebration lasted about three days. Many games were played, including wrestling matches, races, and stool bar, a type of croquet.

The Indians delighted the children by heating corn in earthen jars over the fire. Maple syrup was poured over the top of the popped corn.

As Thanksgiving approaches, let the "I can hardly wait" excitement take over. Since the children are counting the days anyway, provide them with a set of countdown activities.

Activities:

1. Have children make a picture or word collage of things they're thankful for.
2. Let children decode a Thanksgiving message.
3. Ask the children to put a list of Thanksgiving dinner foods in alphabetical order.
4. Have the children write thank-you notes to someone who has done something for which they are thankful.
5. Let the children write a story about a surprising Thanksgiving visitor.
6. Record children's ideas about where turkeys come from, how to cook them and what to serve with them for Thanksgiving. Transcribe the tape and compile a booklet that can be sent home to parents as a special Thanksgiving present.
7. Packing Pilgrims - Each pilgrim family on the Mayflower was only allowed one trunk for all their possessions. Begin this activity by sharing this interesting fact with your students. Draw a large trunk on poster board and put it on a bulletin board. Have children draw and cut out objects they think their families should take along if they were going on a trip like the one the pilgrims made. Surround the trunk with their objects to gain insight into the values and concerns of the students.
8. Have your class make a Thanksgiving Story felt banner. (Banner is yellow, approximately 30 by 62 inches.) Decorate the bottom with three yarn

tassels. Story squares in contrasting color are illustrated with figures glued on and buttonhole stitched in place. Hang by a wooden dowel slipped through the hem at the top.

9. Let the children make brown bag skins by cutting large and small brown paper bags into various shapes to resemble animal hides. Wad them into balls and smooth them out. Have the children use short twigs for pretend brushes and paint designs on the hides. Look in your library for books that show Indian signs and give their meanings. Let the children write stories with the symbols used on their hides. Make salt-clay beads and display them with the "hides."
10. Present a puppet show or flannel board story of the first Thanksgiving.
11. Learn a Thanksgiving song.
12. Examine turkey feathers and eggs. Scramble two turkey eggs.
13. Vegetable dyes can be used for pieces of white cloth or white turkey feathers. Boil the following plants in water and allow to cool:
    Goldenrod stalks and flowers - yellow
    Sumac leaves - yellow brown
    Onion skins - yellow or red
    Beets - red violet
    Dandelion roots - magenta
    Rhubarb leaves - light green
    Spinach leaves - green
    Blackberries - blue
    Sunflower seeds - blue
    Hickory bark - brown
    Walnut hulls - brown
    Cranberries - pink or red
14. Make Indian fry bread and serve with syrup.

    Indian Fry Bread
    2 cups all-purpose flour
    1/4 cup non-fat dry milk
    2 teaspoons baking powder
    1 teaspoon salt
    1 tablespoon lard
    3/4 cup warm water
    cooking oil for deep fat frying

    Stir the first four ingredients. Cut in lard until it resembles coarse crumbs. Stir in water. Pour onto floured board. Knead 10 or 12 strokes into a smooth ball. Divide into 8 balls. Cover and let rest 10 minutes.

    On floured surface, roll each ball into a 6" circle. Make a hole in the center. Fry one at a time a 400 degrees to golden brown (about 1 1/2 minutes). Turn once. Drain on absorbent paper towels.

15. Have children do some sand drawing and painting. Let the children smooth sand in a tray using a long flat stick Let them draw in the sand.
    Wash some sand and dry it in an oven. Mix with dry tempera and place in shaker dispensers to be used in sand painting. Give the children light weight cardboard or stiff paper. Ask them to draw a

picture on it with glue. After they finish, let them sprinkle sand from the shakers. When dry, turn the picture upside down and tip to remove excess sand.

16. Construct a native American tepee or lodge in one corner of your room. A tepee that can quickly be constructed is made with four poles approximately two feet longer than the desired height. Cover with old sheets that have been decorated by the students with various Indian designs. Reserve some space where you can periodically post the instructions for various activities. The tepee is also an excellent retreat for a student during SSR.
17. Make Indian costumes from pillowcases, large paper bags or burlap. Cut vests and decorate them with beads and feathers. Make fringe around sleeves, neck, and at the bottom. Staple feather, or paper cut to look like feather, on decorated headband made of unbleached muslin to make an Indian headdress. Color large, short macaroni with bright tempera paints. Let children string them for Indian beads.
18. Make turkeys using pine cones or Irish potatoes for body. Stick real feathers in the body for the tail or make a paper tail. Use pipe cleaners for the heads.
19. Discuss the food eaten in Pilgrim days and compare it with our food today. Show many pictures of foods and classify them. Teach color and shapes. How many are round or oval shaped? How many are curved, straight, single or in bunches? Which ones are red, green, yellow, brown? Draw pictures of fruits and vegetables. Discuss different vegetables and fruits. Whether the part we eat grows above or below the ground, in a hill, on a vine, on a tree, in what season? Start a sweet potato in water. Let the class watch it grow from day to day. Put a carrot or celery top in water, watch them grow. Cook a feast and invite another room.
20. Serve pumpkin seeds for a snack.
21. Give each student a native American name. Let the children call each other by their new names. Ask them to write stories pretending that they are native Americans. Let the children use their new names in their stories.
22. Draw a Thankful Turkey. Draw 5-6 large feathers. Have children write something for which they are thankful on each feather. Write several sentences about each one of these things.
23. Make Wampum. Cut colored drinking straws into one-inch pieces and string on kite string. Students may trade wampum for services or goods.
24. Play some native American games.

Cherry Stones

You will need six cherry or plum stones with one side painted black, the other side white. Decide how many points will make a game. Take turns with your friends to see who can reach game score first. Put the stones in a bowl or box and shake them around. Set the bowl or box down. If all the stones show the same color, give yourself five points. If five out of six show the same color, give yourself one point.

Stick In a Hoop

1. Make a hoop by bending a green stick, notching the ends and tying them together. Find three sticks a little shorter than the hoop is wide.
2. Lay the hoop flat on the ground. Stand about 4 feet away with your back to the hoop. Toss the sticks over your shoulder and try to get them into the hoop.
3. If you get all three sticks in the hoop, give yourself five points; for two sticks three points; and for one stick, one point.

Cup On a Stick

1. Find a straight stick about twelve inches long. Cut a piece of string or heavy thread about fourteen inches long and knot one end.
2. With a needle or pin, make a tiny hole in the bottom of a paper cup. Put the thread through this hole so that the knotted end is on the inside of the cup.
3. Wrap the other end of the thread around the stick several times and tie it securely.
4. Swing the cup around and try to catch it on the stick.

A Guessing Game

1. The Indians used two identical pieces of bone for this game, but two identical sticks will do as well. Make a mark on one end of one of the sticks.
2. Put your hands behind your back with one stick in each and shuffle them around.
3. Make sure the marked end of the one stick is covered by your hand. Put your hands out in front of you and let your friend try to guess which hand is holding the marked stick.

25. Sing appropriate songs such as:
    a. "Old Hundredth"
    b. "For the Beauty of the Earth"
    c. "We Gather Together"
26. Turkey Tail Supreme. Save all odds and ends of braid, lace, rick-rack, and ribbon for your youngsters to cut up and glue on crayoned turkey for different colorful tails.
27. Add a Feather Band. Encourage young children to learn their addresses, phone numbers, and birth dates with add-a-feather headbands. Measure and make paper headbands for the children. Write their phone numbers on individual slips of paper and have each

practice learning his/her number. When a child learns his number, give him a paper feather to attach to his headband. Use the same procedure for learning address and birthday. When all three feathers are attached, the student is rewarded by being permitted to wear the headband for the day.

28. Nice-for-November recipes:

Orange Cup "Turkeys"

Cut oranges in half, scoop out the pulp, and mix it with cranberry sauce. Then fill each orange cup for the turkey body. For the head, use toothpicks to attach a radish, spiced apple, cherry tomato, or kumquat. Raisins can be added for the features, and carrot sticks or celery tops for the tail.

Turkey Triangles

Prehead oven to 375 degrees. Open an 8-ounce tube of refrigerated crescent dinner rolls, and separate the dough into the eight marked triangles. Place a folded piece of thinly sliced turkey on the wide end of each triangle. Add a dash of butter and roll each triangle up, starting at the wide end. Place them on an ungreased cookie sheet and bake for 10 to 15 minutes, until golden brown. Meanwhile, heat canned cranberry sauce in a pan and serve it in a bowl with the Turkey Triangles.

Cranberry Pound Cake

Use a 17 ounce package of pound cake mix which calls for the addition of eggs and water. Add the 2 eggs to the mix, but in place of 1/2 cups of water, add 3/4 cups canned whole cranberry sauce. Follow package directions for baking and serve with a sauce of chilled or heated cranberry sauce.

Orange Cranberry Mold

Dissolve a 3 ounce package of orange-flavored gelatin in 1 cup of hot water. Add 1/2 cup orange juice and a 1 pound can of whole cranberry sauce. Chill until firm.

29. Make Indian ceremonial shakers by using empty milk, oatmeal, or yogurt cartons. Pour dried beans into the cartons. Staple or glue them shut.

30. Begin a unit on nutrition by discussing the importance of a nutritionally balanced diet. Write the names of the four basic food groups on the chalkboard. Then ask children about their favorite Thanksgiving foods. Have each child write a short report about a favorite dish, including the source of food, the group to which it belongs and the ways it can be prepared. The children can ask their parents for a recipe for the dish and include that in the report.

31. Horn of Plenty. The "Horn of Plenty" has long symbolized a

bountiful supply of food. But, as important as food is, we all need other things in order to function. Let your children investigate that premise through this bulletin board idea. Help the children cut out a "Horn of Plenty," from 8 1/2 x 11 sheets of brown construction paper. They can accent the rings with dark-color crayons. Then have the children make openings for the horns by cutting white construction paper circles and gluing them into place. Talk about the special needs of people in various occupations, or endeavors; for example, a doctor would need a stethoscope, a black bag, and so on. Have each child fill his or her horn with pictures showing the items needed by people in one of the occupations such as gardeners, plumbers, lawyers, baseball players, and teachers. The horns make an attractive bulletin board. Label it, "A Horn of Plenty for ."

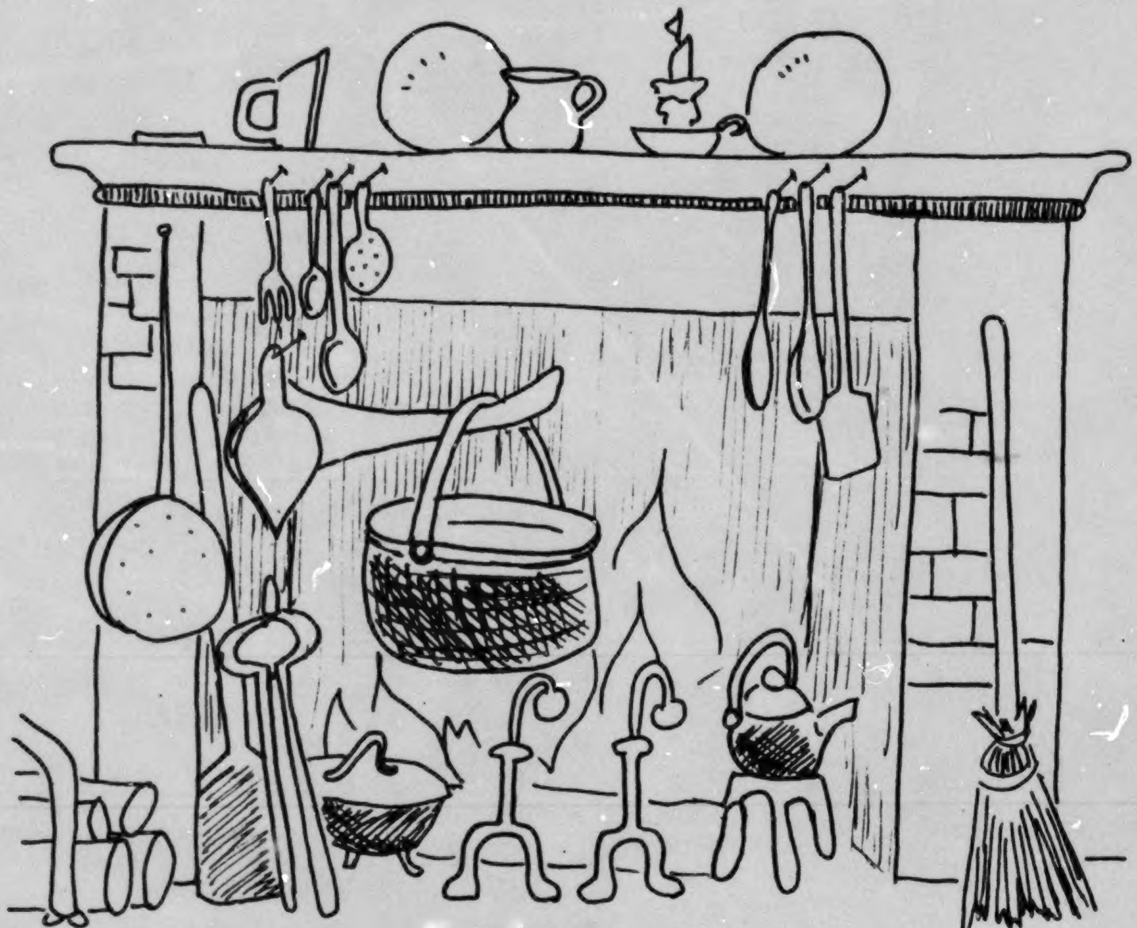
32. Turkey Talk Mobile. Make turkeys from jar-lid liners, or cut 3 1/4 inch circles from cardboard. Use one circle for the body and another for the tail. Cut head section from cardboard and fasten head and tail to the body with pipe cleaners. Also make feet from pipe cleaners. Paint the turkeys and let them dry before mobiles are assembled. A paper plate makes a good platform for the mobile. Fasten four pipe cleaners evenly around the plate and join them at the center to make a hanging hook. Put black thread in a large needle. Fasten long threads to plate first, then attach turkeys, each at a slightly different length so they can hang and turn freely. Fasten the tread to the turkey about an inch or more in front of the tail to keep the balance even.
33. Visit the Mid-America All-Indian Center, 650 North Seneca, 262-5221. Have an Indian speaker come to your room.

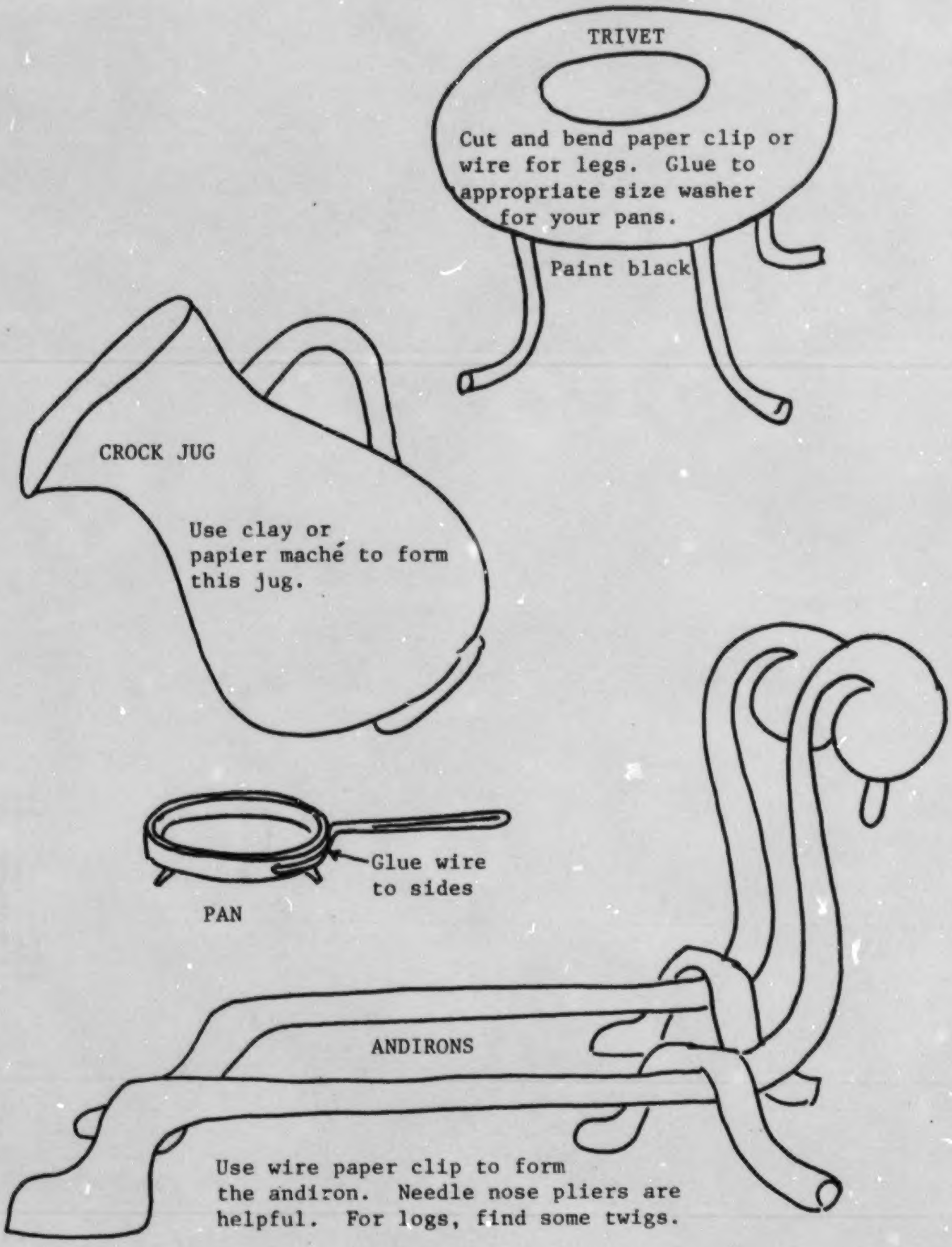
Resources:

IMC VTC 1648 New England
IMC VTC 1637 New England and the Middle Colonies

COLONIAL CRAFTS

Colonial Utensil Center:
November is a great time to emphasize ideas about America's colonial past. We would like for the student to develop some understanding of how colonial people dealt with the everyday tasks of life. A center featuring a "Colonial Kitchen" as the focal point should acquaint students with the daily mechanics of preparing meals. Utensils were kept by the massive fireplace along with other practical household items. Provide a variety of discarded items and encourage the students to turn them into miniatures of the real objects. An ideal backboard for the center would be a replica of the mantle. Task cards in the shape of utensils hung from hooks on the center should describe the use of each item and how to make it. (See the following.)





TRIVET

Cut and bend paper clip or wire for legs. Glue to appropriate size washer for your pans.

Paint black

CROCK JUG

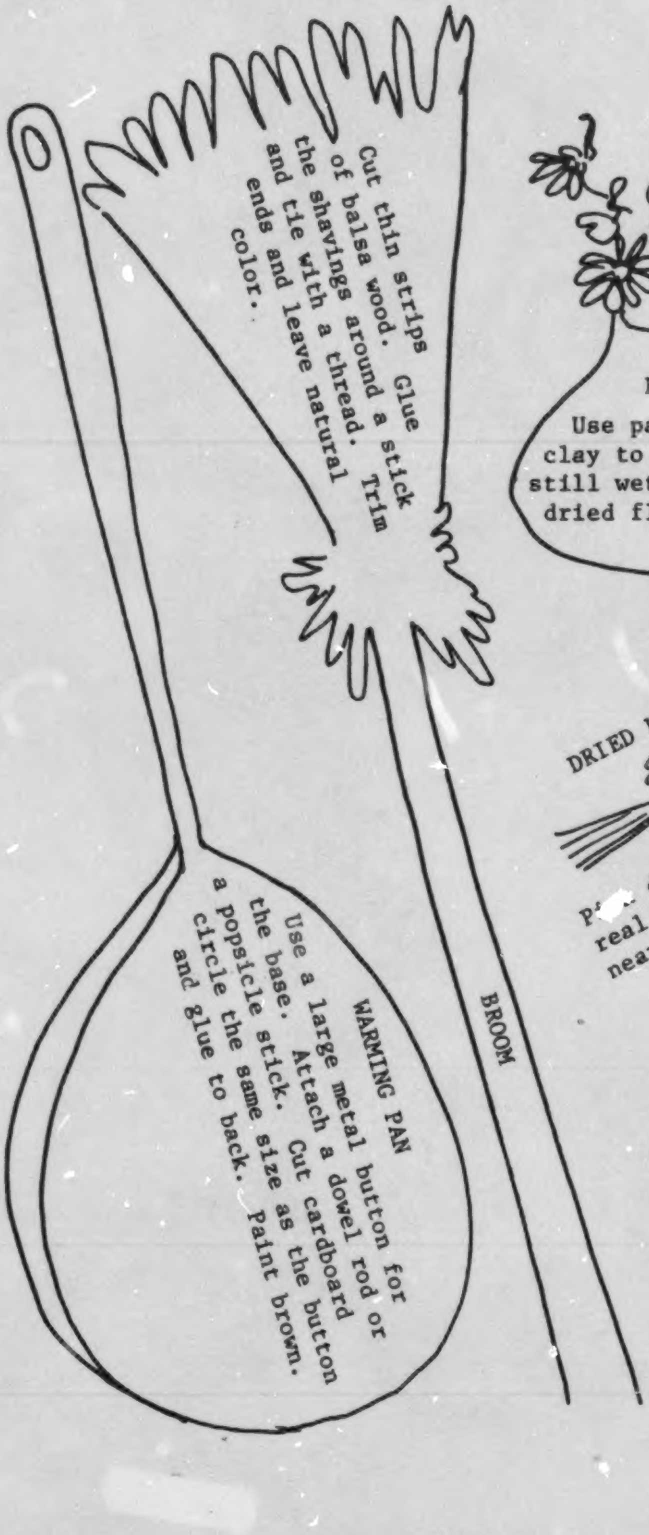
Use clay or papier maché to form this jug.

PAN

Glue wire to sides

ANDIRONS

Use wire paper clip to form the andiron. Needle nose pliers are helpful. For logs, find some twigs.

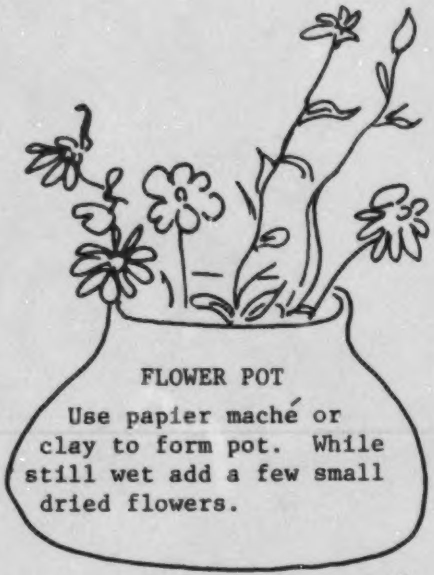


BROOM

Cut thin strips of balsa wood. Glue the shavings around a stick and tie with a thread. Trim ends and leave natural color.

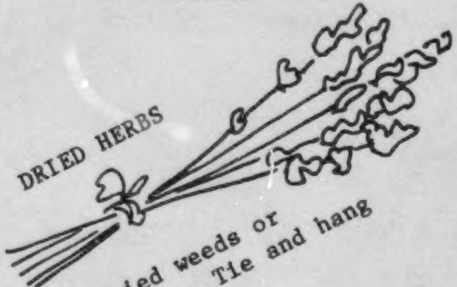
WARMING PAN

Use a large metal button for the base. Attach a dowel rod or a popsicle stick. Cut cardboard circle the same size as the button and glue to back. Paint brown.



FLOWER POT

Use papier maché or clay to form pot. While still wet add a few small dried flowers.

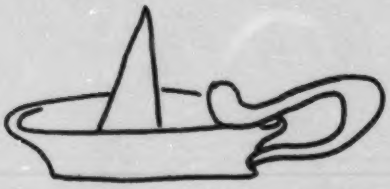


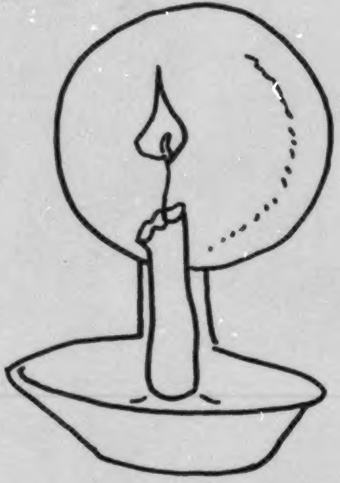
DRIED HERBS

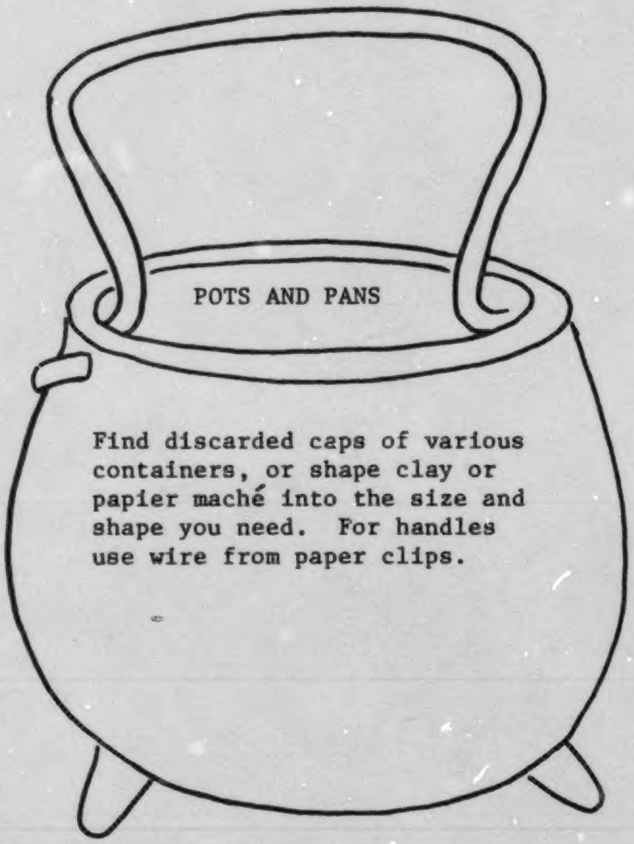
P[illegible] dried weeds or real herbs. Tie and hang near fireplace.

CANDLES

Buttons, beads, and paper clips can be used to create a variety of candle holders.

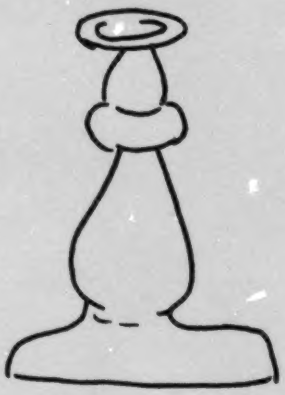


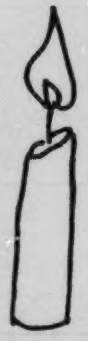




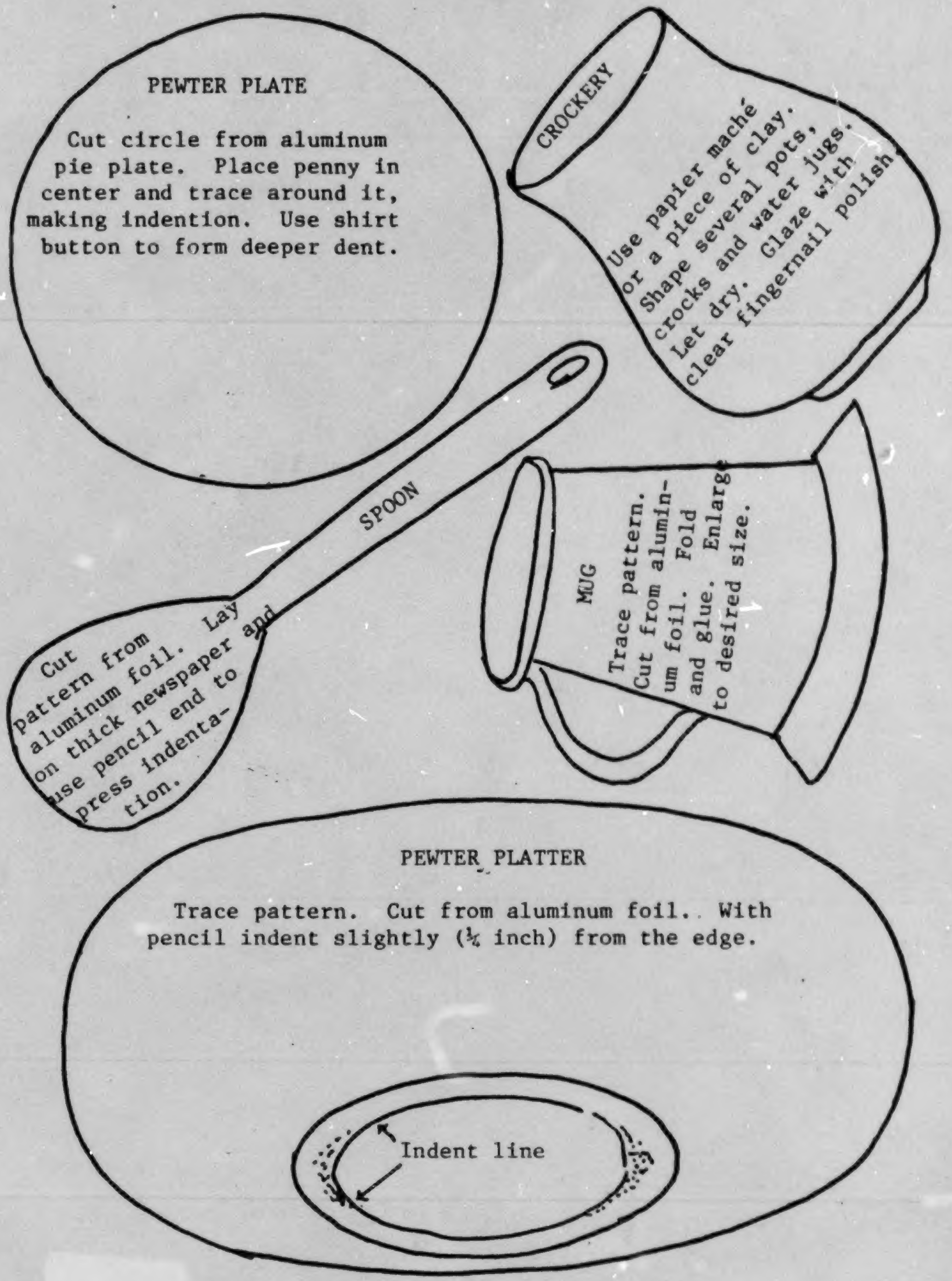
POTS AND PANS

Find discarded caps of various containers, or shape clay or papier maché into the size and shape you need. For handles use wire from paper clips.





PATTERNS FOR THE "COLONIAL CRAFT" LEARNING CENTER



PEWTER PLATE

Cut circle from aluminum pie plate. Place penny in center and trace around it, making indention. Use shirt button to form deeper dent.

CROCKERY

Use papier maché or a piece of clay. Shape several pots, crocks and water jugs. Let dry. Glaze with clear fingernail polish.

SPOON

Cut pattern from aluminum foil. Lay on thick newspaper and use pencil end to press indentation.

MUG

Trace pattern. Cut from aluminum foil. Fold and glue. Enlarge to desired size.

PEWTER PLATTER

Trace pattern. Cut from aluminum foil. With pencil indent slightly (½ inch) from the edge.

WEAVING

Introduction:

In pioneer America weaving was an essential art because clothing had to be made at home. Textile mills began to produce clothing needs as industrialization became more prominent in the United States. The first mill was established in Massachusetts in 1600. The mill was operated by twenty families from England. By 1800 the Industrial Revolution was in full swing enabling power looms to provide the clothing needs of the United States and hand weaving almost became a thing of the past. It was not until about 1940 that hand weaving again became popular; this time not out of necessity, but because many simply desired a hobby.

Basic Instructions for Frame Loom Weaving:

A woven piece of cloth consists of two sets of threads, one vertical, called the warp, and one horizontal, called the filling, or weft. The vertical warp threads are held taut by the loom. The horizonal threads, which consist of a long single thread that weaves back and forth, are interlaced between them, with the aid of a shuttle.

In order to weave on a simple cardboard loom a square piece of cardboard should be obtained. The square may measure any desirable dimension. Usually, the side of a large box may be cut out and used, depending upon the size of the weaving project desired.

Once the square of cardboard is obtained, make slits in the cardboard every 1/4" and about 1/4" deep all along the top and bottom following the veins of the cardboard if possible. Next place the knot of the warp thread on the back side of the cardboard in the first slit. Come down the cardboard, around the tab to the front and back to the top. Go through the next slit, to the back, around the tab to the front and back down again, and so on.

The fastest way to run the weft yarn through the warp threads is to make a shed. To make a shed, place a ruler or flat stick under every other warp thread clear across the board. Put the ruler in the center of the board and turn on the narrow side of the ruler, or flat stick. Push the yarn (weft) through at the bottom, and make an arc. (See fig. 1.) Make about four bubbles with your fingers. Take the ruler out, and push the yarn down with fingers (beater). (See Fig. 2.) If the yarn is under the last warp thread, put the ruler on top of the last warp thread and every other one across the cardboard. If the yarn is over the last warp thread place the ruler under the last warp thread.

Fig. 1

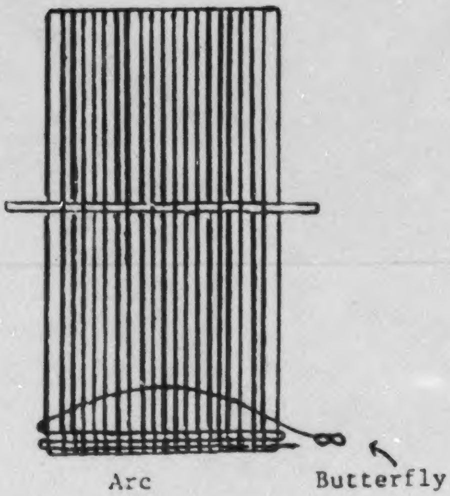
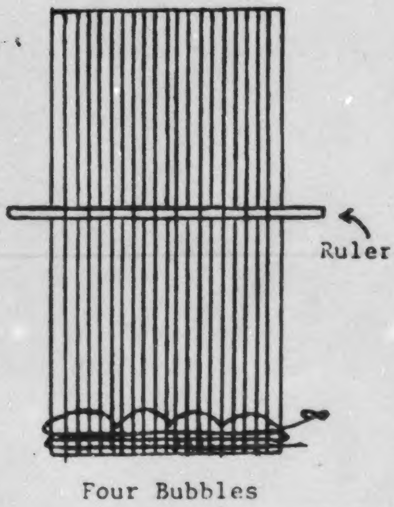


Fig. 2



To cover the warp threads three things should be remembered:
1. Warp should be widely-spaced.
2. Weft should be larger and softer.
3. Allow plenty of slack in the actual weaving.

To make a butterfly (shuttle), lay the end of the yarn across the palm of the hand, go back behind the little finger, and around the thumb, then go back and forth from the little finger to the thumb several times. Slip the yarn off the fingers and wind the other end around the center of the butterfly and tuck it in. Pull the yarn out of the butterfly by putting the piece of yarn that was across the palm off your hand when you started. The butterfly is easier to push through the shed than a long string of yarn.

Glossary:

Warp - The thread which was wound on the loom.
Weft - The yarn going across the warp to make a fabric.
Beater - Pushes the last row of yarn down against the fabric.
Shuttle - Carries the weft thread across the warp.
Shed - The opening made on the warp thread.

HANUKKAH

Hanukkah, the Jewish Festival of Lights, begins on the 25th day of the Hebrew month of Kislev. This falls at the end of November or in December according to the Roman calendar. The menorah with its eight candles burns each night of Hanukkah. Each day celebrates another day the oil lasted in the temple of Jerusalem. A small bit of oil lit the temple on the anniversary of the Maccabees´ victory over the Syrians. Through a miracle not only did it burn that day, but it lasted until more oil was available seven days later.

During this eight day holiday the Jewish family lights their menorah faithfully. Pounds of potatoes are peeled and grated to make pancakes (latkes). These are eaten with sour cream or applesauce. Gifts of money (gelt) are given to small children and they are allowed to open gifts each evening.

Stories and games follow the special evening meal. A favorite of children is the game played with a four sided top (dreidel). On each side is one Hebrew letter: Nun or N; Gimel, or G; Hei or H; Shin or Sh. These are the first letters of a Hebrew saying: Nes Godel Hayah Sttam. It means, "A great miracle happened there." As the children spin the top they either collect more raisins or nuts, or lose some.

As they celebrate with dried fruit, honey and sponge cake, they sing a favorite hymn, "Ma´ ox Tsur." This song and many plays and stories tell of Judas Maccabaeus´ struggle to destroy Antiochus the Syrian who ruled Judea. Instead of falling to the King´s Greek gods, the Jews fought to honor their God, Jehovah.

Judea is now called Israel. Here Hanukkah is a national holiday. Huge menorahs shine from high watchtowers, synagogues and the tops of city buildings. Caves where the Maccabees´ soldiers hid are visited and honored.

Activities:

1. Make dreidels out of clay that hardens or poke a round toothpick through a square of cardboard. Mark the four sides with N (skip a turn), G (take all in the pile), H (take half of the pile), SH (put one on the pile.) Give each player an equal amount of nuts or raisins and put some in the "pot." Take turns spinning and enjoy your spoils.
2. Study and bake holiday goodies, potato latkes, carrot raisin salad, apples and honey dip, honey fruit cake and challah bread. (See The Jewish Holiday Book, Lazar Purdy and Jewish Holidays, for recipes.)
3. Make menorahs and invite a Jewish friend in to share lighting, prayers, and songs.
4. Make puppets or masks and act out the Maccabee war with Antiochus. Local Jewish libraries will have plays you can use.
5. Make gifts for family members of Jewish friends. Painted rocks, candle holders, channukah candy, book markers and picture frames are possible gifts.

Poems

For Hanukkah
Father lighted candles for me;
Like a torch the Shamash shone.
In whose honor, for whose glory?
For Hanukkah alone.

Teacher bought a big top for me,
Solid lead, the finest known.
In whose honor, for whose glory?
For Hanukkah alone.

Mother made a pancake for me,
Hot and sweet and sugar strewn.
In whose honor, for whose glory?
For Hanukkah alone.

Uncle had a present for me,
An old penny for my own.
In whose honor, for whose glory?
For Hanukkah alone.
H. N. Bialik

A Song of Always
The temple is clean
The Lamp burns bright;

Judah the leader,
Has started the light.

The sun shines by day,
And dark is the night;

But always and always
The lamp burns bright.
Efraim Rosenzweig

Dreidel Song
Twirl about, dance about,
Spin, spin, spin!
Turn, Dreidel, turn -
Time to begin!

Soon it is Hanukkah -
Fast Dreidel, fast!
For you will lie still
When Hannukah's past.
Efraim Rosenzweig

Hanukkah Lights
Light the candles one by one
Let the flames shine bright and clear,
For eight days of Hanukkah
That we celebrate each year.
Unknown

Blessings for Chanukah
Blessed art Thou, O God our Lord,
Who made us holy with His Word,
And told us on this feast of light
To light one candle more each night.
Jessie E. Sampter

Books

Simon -SMC-	Hanukkah	Crowell

Sound Filmstrips

SMC	The Story of Hanukkah and Christmas	SVE

CHRISTMAS
December 25

Background:
Nearly two thousand years ago in a little town called Bethlehem of Judea, the birthplace of David the King, Jesus was born. That was the first Christmas. In Christian homes it is one of the most celebrated and important holidays throughout the calendar year. On that day was born a man whose wisdom and love would touch nations and races of men throughout the world.

Strangely enough, the exact date of Jesus' birth is not known. It was not until 354 years after his birth that December 25 was observed as his birthday by request of Bishop Liberius of Rome. Some believe November 17 to be a more accurate birthdate, others claim March 28.

Customs from various nations mirror their folklore and church history. For many years the holy day was kept as a church festival only. In the early 17th century the holiday had become such a rowdy and boisterous one that it had to be abolished by law. The New England colonies in America, under Puritan influence, carried this stern view to the point of making Christmas celebrations a penal offense.

Shortly after the Civil War, many Americans began again to observe the day. Reading Charles Dickens' "The Christmas Carol," hanging stockings by the fireplace, decorating with holly and mistletoe, festive singing and putting up a live tree are customs we accepted from the British at that time.

St. Nicholas, born at the close of the third century in Lycia, Asia Minor, became the Bishop Myra and a member of the Council of Nicea. He was known for a good heart and is famed with the story of helping three poor young women. After he tossed them each a dowry of gold, they were soon married. Since then, any unexpected gift has been attributed to him. The legend that brings Santa down the chimney comes from the Norsemen who had a goddess Hertha appear in the fireplace and bring them fortune and good luck. In 1822, the American Dr. Clemont Moore wrote "Twas the Night Before Christmas" for his own children. Soon his Santa, a jolly fat man with a reindeer-drawn sleigh and a pack full of toys, captivated the hearts of all children.

The giving of gifts is reminiscent of the Wise Men who brought gifts to the Baby Jesus. As the "Light of the World," Jesus is represented by candles and lights on Christmas trees. The Star of the East that shown on shepherds who watched their flocks and the birthplace of the Jesus is significantly placed at the top of the Christmas tree.

Note: The celebration of Christmas should be noted as a religious holiday and great care should be exercised in the implementation of activities that teach Christian doctrines as facts that everyone should accept.

Objectives:

Through the celebration of Christmas in the classroom it is hoped that each child will:

1. Interpret the original story of Christmas.
2. Identify personal meaning from it.
3. Demonstrate "giving" as an art and joy.
4. Design artwork that reflects local customs.
5. Participate in group activities.

Vocabulary:

Bethlehem, Jesus, Mary, Joseph, manger, stable, angels, shepherds, flock, Wise Men, frankincense, myrrh, nativity, custom, Santa Claus, St. Nicholas, fireplace, chimney, sleigh, reindeer, pack, yule, mistletoe, holly, ivy, wick, flame, wreath, berries, decorate.

Activities:

1. Construct a large paper tree and make decorations for it.
2. Draw and paint a large Santa. Trim with cotton.
3. Make Santa's big pack. Let each child put their wish toy in it and label it with their name.
4. Make construction paper stars, bells, and candles and decorate with glitter.
5. Make a paper chain.
6. Make a Christmas for wild animals. Decorate an outside tree with strings of popcorn, berries, nuts, donuts, etc.
7. Collect toys, mittens, gloves, hats, socks or scarves for children who are less fortunate.
8. Collect canned and boxed food for a needy family. Buy them a Christmas tree or a turkey.
9. Build or paint a large fireplace and have the children hang their stockings.
10. Paint a "Night Before Christmas" mural.
11. Make wreaths from construction paper or by gluing small pieces of tissue paper or links on an outline. Accent with red for berries and bright bows.
12. Write a Christmas play or story. Make puppets to help act out the play. (see example) Share it with "shut-ins."
13. Make a gift to give to someone you love.
    a. Dough art, plaster of paris, or clay tree decorations, weed pots, pencil holders, hand prints, and paper weights are nice permanent gifts.
    b. Upsidedown baby food jars make nice containers for painted-on snow scenes. Add water and glitter, a painted lid and a magical snow scene is created.
    c. Add a dab of clay to the inside of a painted baby food jar lid. Stick a dozen short straw flowers into the clay and carefully put the lid on the jar. Turn the jar upside down and add a calico bow for a dry flower arrangement.
    d. Decoupage a child's picture or a pretty postcard on a stained or painted board. Use a water base podge with a "sponge brush" for easy clean up.
    e. Paint a tuna can or trim a tin cup. Line them with tightly rolled corrugated paper for pencil holders.

    - f. Spatter paint hand prints to frame or put on greeting cards.
    - g. Dip pine cones in grease and roll in birdseed for a bird feeder. Tie a strong piece of string from the top.
    - h. Make candles by pouring wax into "sand holes," boxes of crushed ice, round paper cans or tin containers. Scent or decorate with bark, pine cones or stones.

16. Make bells from paper cups. Decorate with paper scraps, glitter, and ribbon.
17. Make Santa's face from a paper plate. Add a beard, moustache, pink cheeks, red nose, black eyes, and hat. Trim with cotton.
18. Make your own wrapping paper and greeting cards by stamping a pattern with a stamp cut from a vegetable or cork, or yarn glued on a card.
19. Study Holiday Safety and send the tips home.
    - a. Use lights that have been tested for safety and carry the UL label from Underwriters Laboratories.
    - b. Check labels of lights to be used outdoors. Do not substitute indoor lights for outdoor lights.
    - c. Keep electric lights off metallic trees. Use a colored spotlight.
    - d. Turn off the Christmas Tree lights when you leave the house or go to bed.
    - e. Dispose of gift wrap after opening presents. Don't put them in the fireplace. Place them in a metal trash container.
    - f. Use fresh evergreens for decorating. Put live trees in a sturdy base and water daily.
    - g. Keep lighted candles away from inflammable objects.
    - h. Use a fireplace screen. Open the flue before you light a fire. Keep the tree, presents, and stockings away from an open flame.
20. Have children trace around their hands on green construction paper. Cut them out and use them to make a wreath.

Christmas Eve

Eight tiny reindeer pranced in the snow
(fingers prance in the air)
Two chubby elfmen called out, "Whoa!"
(thumbs in the air)
Santa came out with a pack on his back.
(one fist on top of another)
And a whip in his hand that snapped with a crack.
(wave one hand over head and snap fingers)
He waved to the elfman and whistled in glee,
(wave hand and whistle)
Then jumped in his sleigh as quick as could be.
(make hands imitate jump)
The eight tiny reindeer with horns lifted high,
(put hands on side of head)
Went skimming and racing across the night sky.
(race fingers back and forth)
They stopped just an instant at chimney and stack,
(one fist on top of other)
And smaller and smaller grew Santa's large pack.
(make large space grow smaller with hands)
At last it was empty, Santa gave a big sigh,
(open hands, give a sigh)
Then he and his reindeer flew back through the sky.
(fingers prance in the air)

Candles

Candles in the window, holly on the wall,
Don't you think that Christmas
Is the happiest time of all?

Jack-in-the-Box

Jack-in-the-box, shut up tight
(make a fist with other hand on top)
No air has he, not a bit of light.
How cramped he must feel
Shut up in a heap.
Take off the lid.
(lift up hand and pop up thumb)
And up he will leap.

Guess What I Found in My Stocking

Guess what I found in my stocking.
Shhh...
Don't tell a soul.
It wasn't a beautiful present.
It was just a big round hole!

The Story of the Christmas Tree

A little seed fell to the ground one day.
(flutter fingers and crouch down)
And in the soft earth it quietly lay.
(remain crouched)
Then came the rain and the warm sunshine,
(fingers flutter and arms circle about head for sun)
And the little seed grew to be a tall green pine.
(slowly children get up)
It grew so straight and it grew so tall,
(stand tall with hands above head)
That it was the prettiest tree of all.
(blush, look around)
And now it's all covered with tinsel you see.
(lower arms slowly and turn palms in to make tree shape)
It's our beautiful, beautiful Christmas tree.
(clap hands softly)

The Funniest Face

The funniest face
Looked out at me
From a silver ball
On the Christmas Tree!
At first I thought
It was Santa's elf,
But I looked again - and
It was just myself!

Song

Why do bells for Christmas ring?
Why do little children sing?

Once a lovely, shining star,
Seen by shepherds from afar,
Gently moved until its light
Made a manger cradle bright.

There a darling baby lay,
Pillowed soft upon the hay;
And its mother sang and smiled,
"This is Jesus, the Holy Child."

Therefore bells for Christmas ring,
Therefore little children sing.

Christmas (M.G.)

Christmas is coming, the geese are getting fat,
Pleased to put a penny in an old man's hat;
If you haven't got a penny a ha' penny will do,
If you haven't got a ha' penny, God Bless You!

Bundles (John Farrar)

A bundle is a funny thing,
It always sets me wondering;
For whether it is thin or wide
You never know just what's inside.

Especially on Christmas week,
Temptation is so great to peek!
Now wouldn't it be much more fun
If shoppers carried things undone?

Resources:

IMC F1890, 8363	Christmas on Grandfather's Farm
IMC F4430	The Littlest Angel
IMC FSR 0664	Christmas Favorites
IMC FS 1671	Christmas Stories

THE SYMBOLS OF CHRISTMAS

CANDLES

There is an old belief that putting candles in your windows will guide Mary and Joseph to a place where they will be welcomed.

BELLS

The custom of bell ringing began as a way to drive away evil spirits. Today bells ring at Christmastime as a symbol of the happy news of Christ's birth.

POINSETTIA

In 1828, Dr. Joel Roberts Poinsett brought the first poinsettia to this country from Mexico. There is a legend that a little Mexican boy had no gift for the Christ child. As he knelt to pray, a beautiful plant appeared at his feet. This flowering plant, the poinsettia, became his offering.

MISTLETOE

Priests who lived thousands of years ago in France and England used mistletoe as a charm. The custom of kissing under it started in England.

CARDS

MERRY CHRISTMAS

The custom of sending printed cards started in England in the 1840s. John Calcott Horsley printed about 1,000 cards for sale in 1843. The first ones were sold in this country in 1875.

ADVENT WREATH

An advent wreath has five candles. One is lighted each week starting four weeks before Christmas. The one in the center is lighted on Christmas Day.

HOLLY AND EVERGREENS

Because evergreens stay green all year and bear fruit in winter, they have long been a symbol of enduring life. The red berries of the holly stand for the blook Christ shed and the leaves for his crown of thorns.

ORNAMENTS

The first Christmas trees were decorated with real fruit, flowers and lighted candles. These ornaments were too heavy. Then German glass blowers started making lighter glass balls as decorations.

STOCKINGS

Hanging stockings goes back to an old St. Nicholas legend. St. Nicholas is supposed to have dropped bags of gold down the chimney for three girls who had no wedding gifts. The bags landed in stockings that were hanging to dry.

CHRISTMAS TREES

There are many stories about how the first Christmas tree was trimmed. One is that the famous German preacher, Martin Luther, started this custom. As he was walking home one starry Christmas Eve, he cut down a tree, took it home and trimmed it with candles. Much later, Germans brought the custom to this country.

STARS

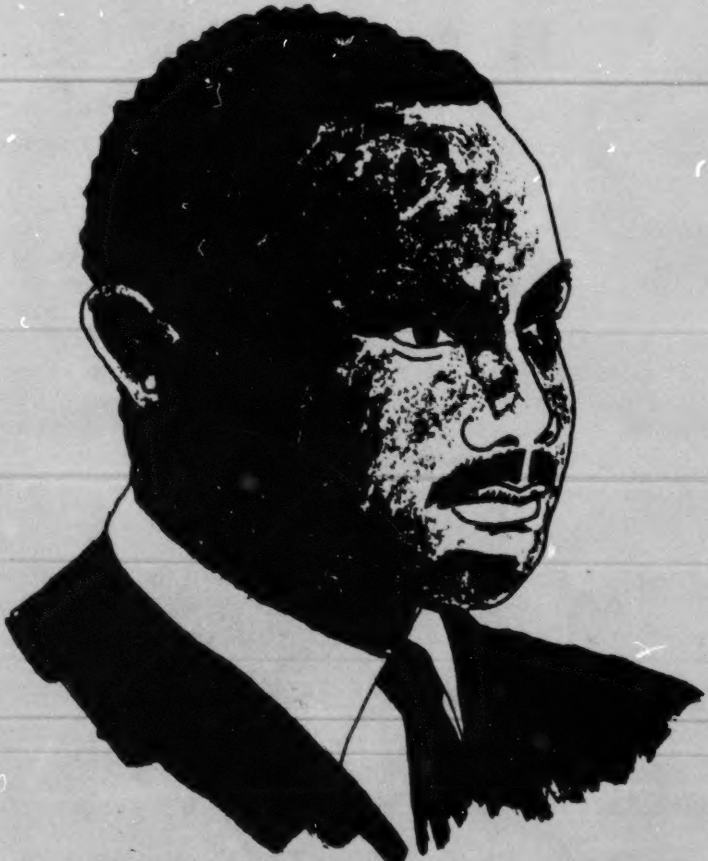
The stars are the symbols of the beautiful star of Bethlehem that led the Wise Men to the Christ child.

Martin Luther King, Jr.

His dream inspired the lives
Of black and white people

He led the poor,
Supported the weak,
Championed their cause

He marched for his brothers
And fell — A Hero



MARTIN LUTHER KING, JR.
January 15, 1929-1968

Background Information:
Martin Luther King, Jr., was born in Atlanta, Georgia on January 15, 1929. He was the son and the grandson of Baptist ministers. Dr. King was ordained a minister in 1947 when he was only 18 years old. Reverend King lived in Montgomery, Alabama with his wife Coretta and his children when he became the pastor of the Dexter Avenue Baptist Church in 1954. King was one of the greatest civil rights leaders in America during the 1950's and 1960's. He believed in nonviolent resistance in order to win civil rights for all people. In 1964, he was awarded the esteemed Nobel Peace Prize for his peaceful leadership of black people in their struggle for equality. In 1955, Dr. King received national attention as a civil rights leader when he led a boycott of buses in Montgomery, Alabama. At that time all black people in the South were obliged to sit in the back of the bus. Only whites were permitted to use the front of the bus. This particular issue was highly symbolic of the unequal treatment of blacks throughout the United States. The success of this nonviolent campaign led to other peaceful demonstrations from 1955 to 1965. Dr. King led a march in Birmingham, Alabama, and a sit-in demonstration in St. Augustine, Florida. He led a march from Selma, Alabama to the state capital of Montgomery, in support of voting rights for black people. On August 28, 1963, more than 200,000 of King's supporters marched from the Washington Monument to the Lincoln Memorial in Washington, D. C. It was on that occasion that he made the most famous of his speeches which began: "I have a dream that one day this nation will rise up and live out the true meaning of its creed..." Congress enacted the Civil Rights Act of 1964 and the Voting Rights Act of 1965, which was in large part due to the efforts of this remarkable Black leader. Martin Luther King, Jr. was shot in Memphis, Tennessee on April 4, 1968 by James Earl Ray. President Lyndon B. Johnson declared a national day of mourning to honor this great man who was loved and admired by people of all races and creeds throughout the world.

Activities:

1. Discuss the power of slogans that you have heard, such as "I Have a Dream," "We Shall Overcome," or "Free At Last," Listen to the sound and meaning of quotes from Dr. King's great speeches, and the speeches of other great American leaders. Express something in a slogan that is important to you and other people.
2. Prepare a beautiful banner with colors, cut outs, and initials that could be carried in a march or a parade. Paste the poem on the back of the banner.
3. Discuss contributions of Black people in the Wichita community.

   Resource:
   The Story of Wichita (third grade text)

4. Find the names of other great men and women who are outstanding Black Americans. What contributions have they made to this country? Some suggestions follow:

George Washington Carver (1864?-1943) was born a slave in Missouri. After graduating from Iowa State College, he joined the staff of Tuskegee Institute in Alabama, where he became director of the department of agricultural research, a post he retained for the rest of his life. His agricultural-chemical research won him international acclaim. He developed thousands of ways of expanding farm production and discovered hundreds of uses for the peanut, the sweet potato, and the soybean.

Duke Ellington (1899-1976) was born in Washington, D.C. He made his first professional appearance as a jazz pianist at the age of 17. He soon formed his own band and appeared in Harlem nightclubs. He played and composed his own music, making many innovations in the jazz idiom. His compositions have been presented at the Metropolitan Opera House and at Carnegie Hall. His work in films, on records, on radio, and on television have made him famous all over the world.

Louis Armstrong (1900-1971) was born in New Orleans. He learned to play the cornet and traveled with a Mississippi riverboat band. He gained a reputation as a trumpeter, a bandleader, and a vocalist with a distinctive style. He toured foreign countries and made a very successful tour through Africa for the U.S. State Department in 1960. His recordings have sold in the millions, and his appearances in films and on television gained for him a wide and affectionate following.

Gwendolyn Brooks (1917-   ) was born in Topeka, Kansas, and grew up and was educated in Chicago, She is America's first black to win the Pulitzer Prize, which she received in 1949 for her second book of poetry, Annie Allen.

5. Read to the class "I Have A Dream."

"I Have A Dream"

Martin Luther King, Jr.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama...will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers...

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair, a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, "My Country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring."

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

6. Discuss background of song, the use by various groups in the past and at the present time, and the symbolism behind it.

We Shall Overcome

("We Shall Overcome" was the unofficial theme song of the freedom movement. Adapted from a union version of an old Spiritual by the staff of the Highlander Folk School in Tennessee, it was sung wherever the movement went.)

We shall overcome, we shall overcome,
We shall overcome someday.
Oh, deep in my heart, I do believe,
We shall overcome someday.

We are not afraid, we are not afraid,
We are not afraid today.
Oh, deep in my heart, I do believe,
We shall overcome someday.

We are not alone, we are not alone,
We are not alone today.

Oh, deep in my heart, I do believe,
We are not alone today.

The truth will make us free,
The truth will make us free,
The truth will make us free someday.
Oh deep in my heart, I do believe,
We shall overcome someday.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand someday.
Oh deep in my heart, I do believe,
We shall overcome someday.

The Lord will see us through,
The Lord will see us through,
The Lord will see us through someday.
Oh, deep in my heart, I do believe,
We shall overcome someday.

Black and white together,
Black and white together,
Black and white together now.
Oh, deep in my heart, I do believe,
We shall overcome someday.

We shall all be free, we shall all be free,
We shall all be free someday.
Oh, deep in my heart, I do believe,
We shall overcome someday.

KANSAS DAY
January 29

Background:
The study of our state on Kansas Day is an excellent opportunity to incorporate many of the things that have been learned during the regular social studies units. Also, studying our state on Kansas Day can provide children with a valuable reference point around which other important learning experiences can occur.

"The first Kansas Day was celebrated on January 29, 1876 in a Paola, Kansas classroom. The teacher, LeGrand Alexander Copley, suggested that his students remember Kansas' first day of statehood, January 29, 1861 by thinking about Kansas history and compiling lists of facts about Kansas. When he became the superintendent of Wichita schools in 1879, he brought the idea with him, encouraging other school systems to celebrate Kansas Day as well. By the beginning of the twentieth century, Kansas Day was an annual event in the public schools of Kansas."

Resource Guide #2
Office of Museum Programs
USD #259

Suggested Field Trips:
Friends University Museum
Wichita Historical Museum
Cowtown

Kansas Facts

Available through:
Jack Frier
Secretary of State
State of Kansas
Capitol Building 2nd Floor
Topeka, Kansas 66612

1673 - A French missionary, Father Jacques Marquette, explored the region west of the Mississippi and named the whole area, including the part that is now Kansas after a tribe of Indians who called themselves what sounded like "Cansa."
1861 - Kansas became the 34th state in the union.
1874 - The Baltimore Hotel - Wichita´s first brick building was built. It still is standing on the corner of Main and Second Streets.
1914 - The first concrete road in Kansas was built.

The State Flower is the Sunflower
The State Tree is the Cottonwood.
The State Bird is the Meadowlark.
The State Animal is the Buffalo.
The State Insect is the Honeybee.

Field Trip to Wichita's Historical Cowtown
(Teaching in the Little Red Schoolhouse)

Time: One-half Day

Objective:
The student will become aware of changes in Wichita over the past 100 years.

Materials and Preparation:
1. Reservation of the "Little Red Schoolhouse."
   Office of Museum Programs (268-7752)
2. Transportation to Cowtown. (automobiles or bus)
3. Use of pictures from The Story of Wichita available through the grade three teachers.
4. Exhibit Panel #6. Early Wichita, available from Museum Programs Office.
5. You may wish to dress for the occasion.

Procedure:
Teach reading, writing, and arithmetic in the crude construction of this old schoolhouse. Recall the strict discipline of early days in education. Use the McDuffy Readers provided for reading lessons. Use the individual lap slates for writing, as pens and paper were expensive and rare. Explain that there was only one teacher per school for all grades and she/he was the custodian, principal, etc. Show the stove that teachers stoked before children came to school.

Follow-up:
1. Recess may be taken outside - a tour of several buildings on the premises - fire station, jail, Munger house...
2. Invite an elderly citizen in your community to tell about his/her school experiences.
3. Tour your own school building - note the difference.
4. Write/draw pictures of schools/houses today and pictures of Cowtown buildings. Compare the two.
5. Make Hornbooks (using white paper, clear plastic tape, and cardboard).

Additional Activities:
1. Role play Kansas cowboys, settlers, school children, Indians, etc.
2. Bringing in resource people (grandparents, neighbors, old folks) who might remember hitching up a horse...radio before television...etc.
3. Bringing in antiques. (Hand egg beaters, wooden cookie cutters, rolling pins, kettles from the past, etc.) and make comparisons with items used today.
4. Field trip to Pawnee Prairie Park. Contact park naturalist for special in-classroom presentations of local wildlife. The park itself contains a prairie view of what this area of Kansas once looked like.

Kansas Shuffleboard

Objective:
The student will gain a familiarity with the state of Kansas and locations of various cities and landmarks.

Materials:
1. A map of Kansas (available from service stations)
2. Tape
3. Poker chips or jar lids

Preparation and Activity:
Draw large (5"-10") circles around Topeka, Wichita, Kansas City, Dodge City, Newton, etc., and assign a value of points to each circle. (Various difficulty depending on age group of participants.) Tape the map to the floor, outside or inside depending on the room, hall, multi-purpose room, weather, etc. Using a broom or hockey stick, slide or push the red, white, and blue poker ships or lids toward the circles. Add the total number of points.

Kansas Quilt

Have each child depict a pioneer activity in a square of manila paper. Glue all squares on large colored butcher paper. Fabric could also be used.

Fuzzy Buffalo

Have students cut buffalo shapes from construction paper. Paint with glue. Dust with sawdust.

Sunflower Power

To help children associate the sunflower with the state of Kansas and to increase the recognition of short and long vowel sounds.

Materials:
Brown and yellow construction paper

Preparation:
Cut the brown circles for the center of the sunflower.
Cut the yellow petals for the sunflower.
Place a long or short vowel in the center of the brown circle.
Place 10-12 short vowel words on the petal of the sunflower.
Be sure to add long vowel sounds on a few petals.
Make several sunflowers with various vowel sounds.

(Sample)
Kansas Interview

Person Interviewed:

Years in Kansas:

1. What is your favorite place in Kansas? Why?

2. List things you like about Kansas.

3. Is there anything you don't like about Kansas? Why?

4. Do you like living in Wichita? Why?

5. Do you think Kansas people are friendly? Why?

Cooking Kansas Grain

Using Kansas grain, wheat, let's make bread. Ideally whole wheat flour would be best.

Ingredients:
Dried milk powder - 125 ml
Salad oil - 75 ml
Sugar - 75 ml
Salt - 5 ml
Eggs - 2
Dry yeast - 1 pkg
Flour - 850 ml
Hot tap water - 250 ml

Equipment:
2 coffee cans or other small cans
Blender
Rubber scraper
Large mixing bowl
Metric measuring cup
Liter measure
Wooden spoon
Plastic wrap
Measuring spoon, small
Oven
Clock
Knives

1. Measure 850 ml flour into large bowl.
2. In blender combine:
   5 ml salt
   125 ml dried milk powder
   75 ml sugar
   250 ml hot tap water
   75 ml salad oil
   2 eggs
   1 pkg dry yeast
3. Pour blended ingredients into flour and stir.
4. Cover w/plastic wrap and let rise 1 1/2 hours.
5. Grease 2 one-pound coffee cans or 4 peanut cans and the plastic lids. stir dough and divide between cans. Put on lids and allow to rise until lids pop off.
6. Bake on lower racks at 350 degrees for 35 minutes for coffee can size. Allow to cool in cans 15 minutes.
7. Slice on chopping board and serve warm.

Follow-up: (Field Trip)
Trip to a bakery

Sunflower Express

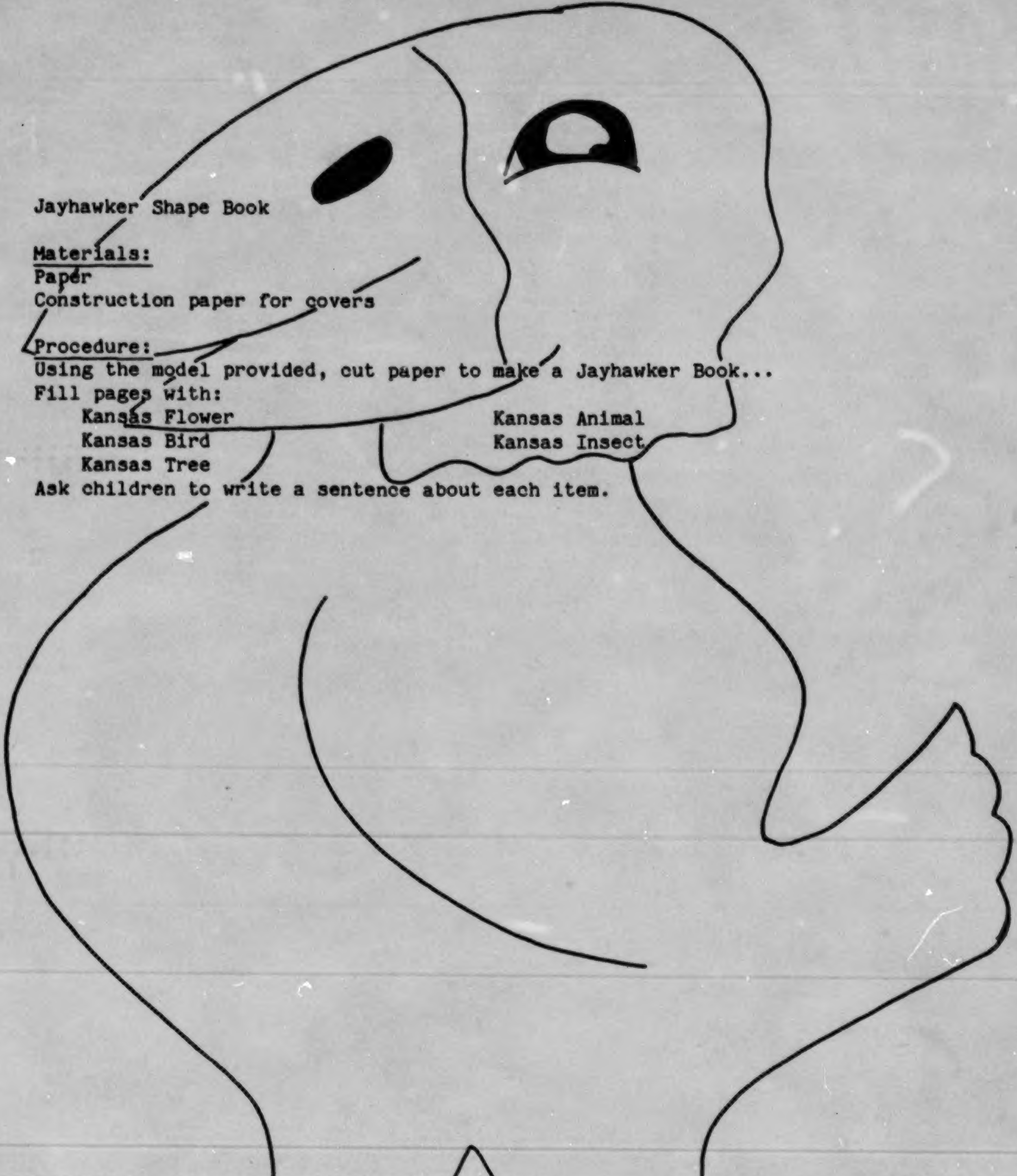
Want to eat like a cowboy? Eat beans! The old-time cowboys ate lots of dried beans. They were easy to carry on the chuck wagon. Dry beans do not spoil. They do not take up much room either. Dry beans can be cooked lots of different ways. Beans have protein for growth and repair. They have B vitamins and iron. These all help to get energy from food; and besides, beans taste good!
Hey cowboys and cowgirls, how about making a pot of chili for your family?

Cowboy or Cowgirl Chili
(6-8 servings)

- 1 pound ground beef
- 1 green pepper, chopped
- 1 large onion, chopped
- 1 large can tomatoes
- 1-2 tablespoons chili powder
- 2 teaspoons salt
- 4 cups cooked or canned pinto beans

Cook ground beef in heated skillet. Break it into small lumps as it cooks. Drain. Add all the rest of the ingredients. Cover and cook slowly for about 45 minutes. Stir once in a while.

Serve the chili from an imaginary chuckwagon and have the children "dress" in appropriate western wear for the occasion. Someone might wish to tell some exciting stories about Kansas in the early days (See the "Story of the Fifty Cent Girl" in the Story of Wichita, for example.)



Jayhawker Shape Book

Materials:
Paper
Construction paper for covers

Procedure:
Using the model provided, cut paper to make a Jayhawker Book...
Fill pages with:

Kansas Flower	Kansas Animal
Kansas Bird	Kansas Insect
Kansas Tree	

Ask children to write a sentence about each item.

Research topics:
1. Why is the Jayhawk used as a state symbol?
2. What are some uses for the sunflower?

Using the Jayhawker Book..

Read a portion or all the book to your class, emphasizing the area of study in which you are interested. Ask the children to answer the following questions from the Jayhawker Book.

1. What is the name of our state bird?
2. Describe him for someone who has never seen one.
3. Why did we choose this bird for our state bird?
4. Find page 24 in the Jayhawker Book. Write about wheat. Explain how it is planted, how it looks, and how it is used.
5. What is your favorite food that is made from wheat?
6. What is the name of the Kansas flower?
7. On what page did you find information about it?
8. Describe the flower.
9. Why did we choose the sunflower to be our Kansas flower?
10. What is the name of the Kansas tree?
11. On which page can you find information about the Kansas tree.
12. Write some sentences that tell about the tree.
13. On page 23 in the Jayhawker Book it tell about three (3) famous trees. Write their names.

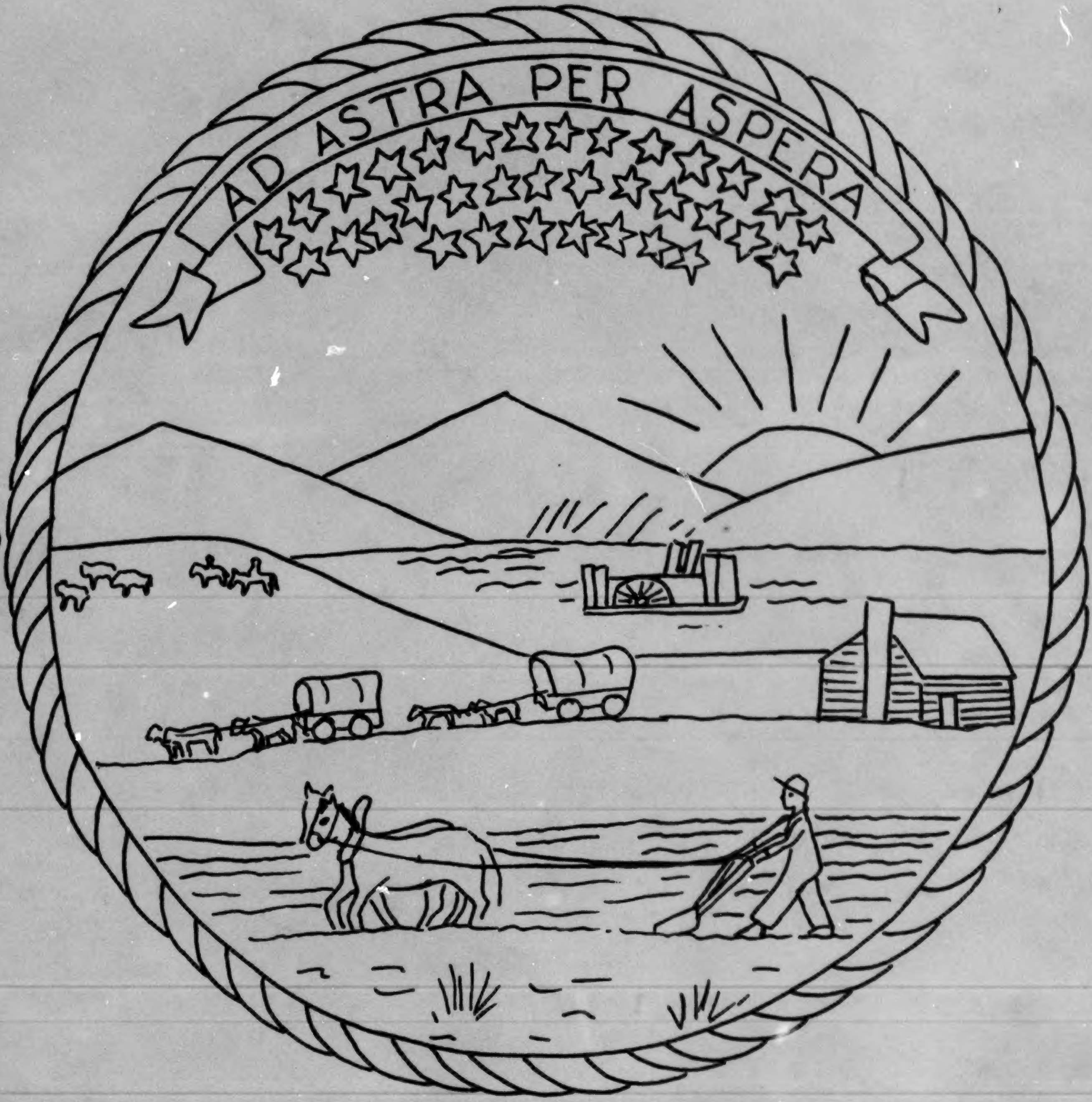
(sample worksheet) Name

FACTS ABOUT MY STATE

1. The name of my state is:
2. My state capital is:
3. The name of my town is:
4. The name of my county is:
5. The name of the largest city in my state is:
6. Three other large cities in my state are:

7. The largest river in my state is:
8. A major highway in my state is:
9. The leading manufactured product of my state is:
10. The most important crop in my state is:
11. The state bird is:
12. The state flower is:
13. The state song is:
14. The state animal is:
15. The state tree is:
16. The state insect is:
17. The motto on the Kansas seal is:
18. How many miles wide is Kansas?
19. How many miles long is Kansas?
20. How did Kansas get its name?
21. Name a Kansan who reached the highest office of our country:

The following activities are teacher resources and are not intended for art purposes.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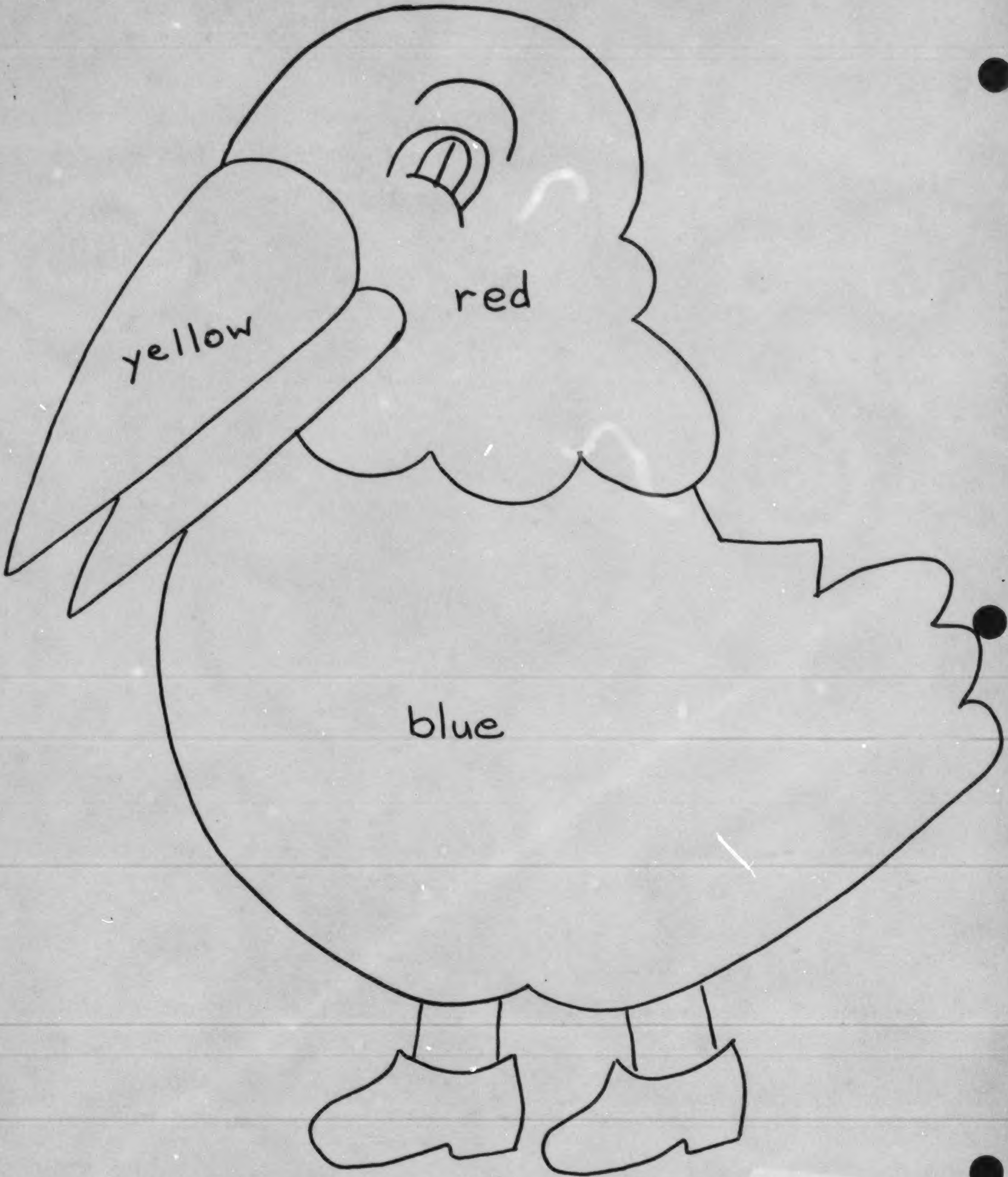
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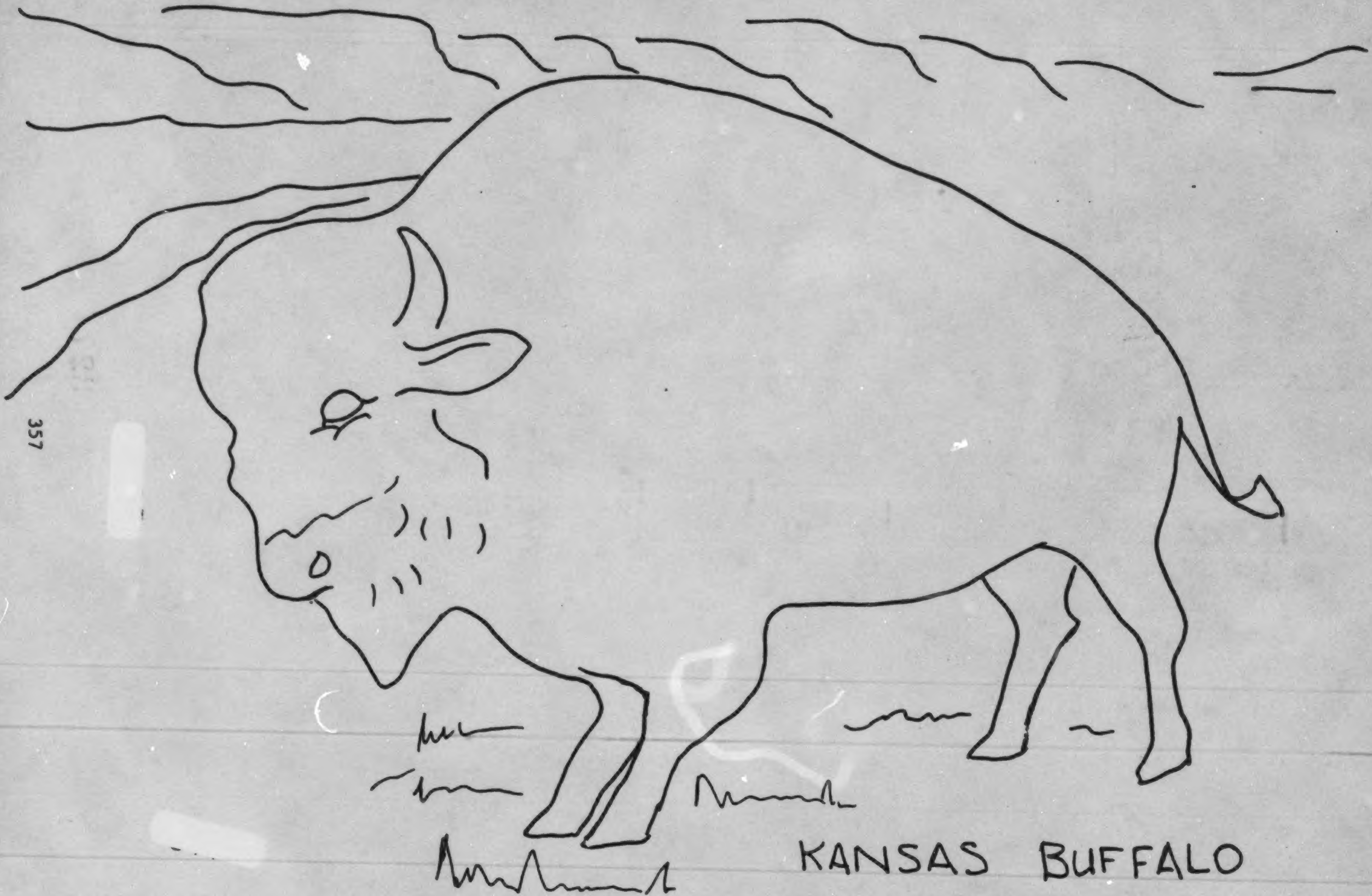
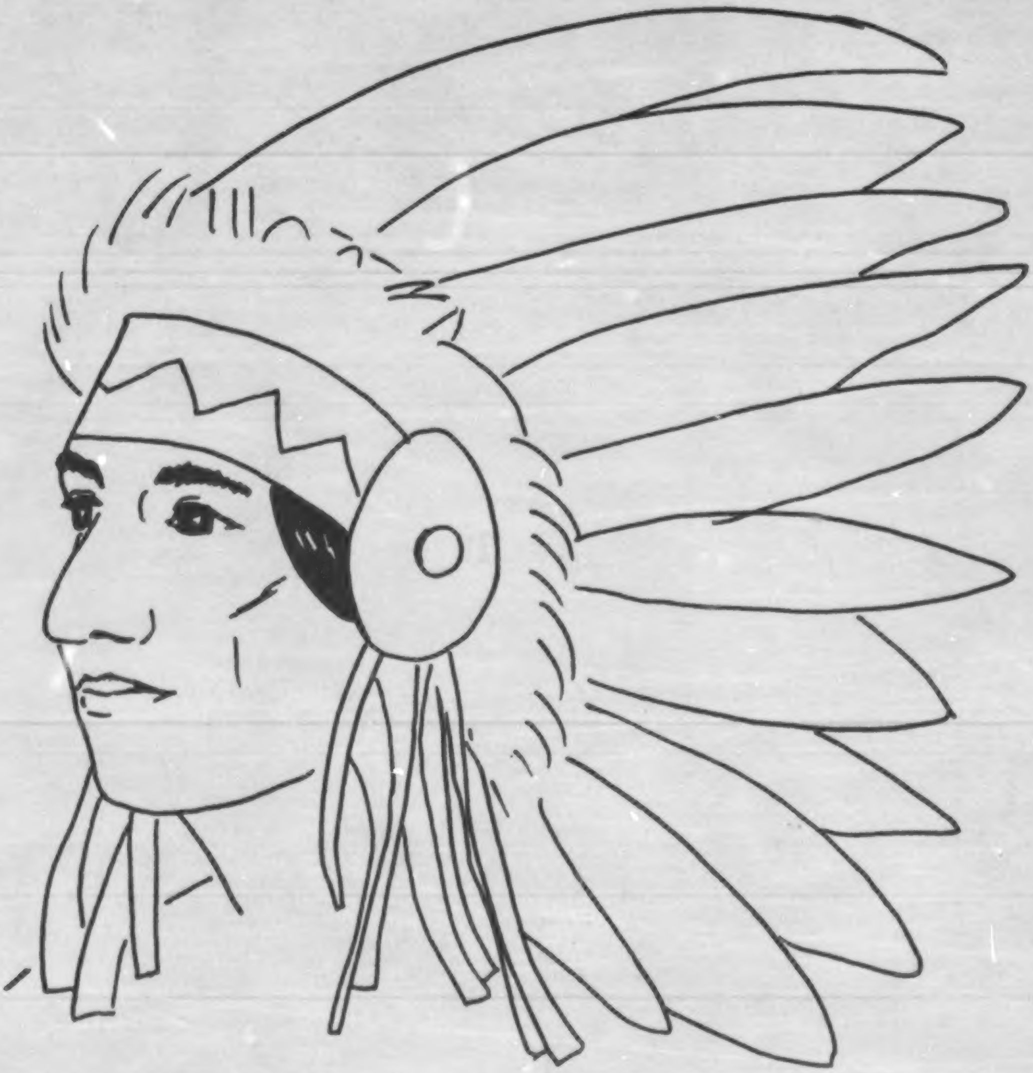


KANSAS BUFFALO



NATIVE AMERICAN

KANSAS

Bibliography

Books

Calhoun	High Winds for Kansas	Morrow
Coatsworth	The Sod House	Macmillan
Henderson	Cats for Kansas	Abingdon
Humble	Jayhawker Book	Lyons
Isely	Early Days in Kansas	Eagle Printing
Miles	Kickapoo	Little
Sackett	Kansas Folklore	University of Nebraska

Sound Filmstrips

	Kolorful Kansas Films	Caldwell
	The Buffalo The Meadowlark Kansas State Flag and Banner Kansas State Flower: The Sunflower Others	

TET
Vietnamese New Year Celebration

Background:
Tet is the celebration of spring for the people of Vietnam, and it is the most important holiday in that country. It only happens once a year, usually in late January or early February, and it is celebrated from the first to the seventh day of the first month of the lunar calendar.

People work hard all year and save everything for this occasion. This is the time to reconsider the past and to plan for the future. No foul language is allowed on this day. Young and old alike offer one another friendship and love.

To celebrate Tet, the Vietnamese people plan far in advance. Usually they make arrangements six or seven months ahead of time and sometimes they plan as much as a year in advance. They raise cows, pigs, ducks, and chickens for the feast and collect recipes for different kinds of candies and cookies.

Of course the amount of preparation and celebration by any family is dependent upon the financial condition of the family.

When everything is ready and the New Year comes closer, this is how the celebration begins:
One week before New Year's Day, the head of the family prepares the meal. The household head also prepares a report stating how the household business will be planned for the coming year. The god of the kitchen will be responsible for carrying this message to the God in Heaven.

The god of the kitchen puts on a cap and a gown that reaches his knees. He never wears slacks because he always stays near the fire and sometimes he becomes careless and his slacks could catch on fire!

The god of the kitchen will return home as soon as possible after fulfilling his duty. The evening before New Year's Eve, there will be a ceremony to bring all the ancestors home.

That evening, the sticky rice will be cooked for the sticky rice cakes which are always wrapped in banana leaves. Preparation of the rice cakes consumes 24 hours. During this time period, the children in the family have a special time. It is then that they hear tales and legends from adults in the family. All family members are watchful for thieves who might be lurking in the neighborhood.

A very important ceremony is held at midnight. Everyone in the family has to stay awake and join in the event. The ceremony is to say farewell to the old year and hello to the New Year! Following the ceremony, everyone eats sweet treats.

Preparing the altar for Tet is a vital function for family members as the celebration nears. A variety of foods will be placed there such as watermelon, fruits, cookies, and candies. The branch of a cherry tree in full blossom will be placed there along with candles and incense.

On New Year's Day family members get up early, dress in their best clothes and take part in the preparation of Tet. All family members have a role. The mother and sisters prepare a luscious meal while the father and brothers arrange the living room and take care of the altar. At noon, everything is ready and the father will first bow to the altar and wish for the best in the New Year. He will be followed in this ceremony by the mother and the oldest son. The other children then take their turns wishing the same for the coming year. For the adults in the family, the next few hours are very meaningful as they go to the pagodas to pray and the children have a good time playing games and eating treats. Then family members greet their relatives, gamble a bit and seek out entertainment such as movies, cock fights, and the Vietnamese opera.

The length of the celebration for each family is dependent upon the fianancial situation of the family. In each family observance, at the end of the third day of the New Year, a ceremony is held to send the ancestors back to heaven.

A saying that best expresses the sentiments of the people about Tet: "We can be hungry on our father's anniversary, but always feel full and happy during Tet."

Activities:

1. Have parents come to the class to demonstrate the wrapping of different kinds of cookies and cakes, expecially sticky rice cakes for the Tet in Vietnam. (Call 268-7805 for resource people.)
2. Have children draw a branch on a large piece of brown paper. Cut 1 inch squares of tissue paper. Using the eraser end of a pencil placed in the center of the paper, glue the paper on the drawn branch.
3. Have children bring to class a dry branch from a tree. Make small yellow or white flowers and glue them on the branch. This is the way Vietnamese prepare a branch of cherry blossoms for Tet when they cannot find a real one.
4. Invite parents or resource people to the class to cook some typical Vietnamese New Year dishes such as egg rolls, sticky rice, etc.

   Sticky Rice Recipe:
   2 lbs rice
   1/2 teaspoon salt
   Soak rice in warm water for 4 hours. Cook for 1 hour in steam pan.
   Serve with roast beef, chicken, or pork.

5. Have children create a simple New Year's greeting card.
6. Have children use red paper to make a small envelope for "Good Luck Money."
7. In Vietnam each year is named for an animal. There are twelve animals standing for twelve years: the mouse, the water buffalo, the tiger, the cat, the dragon, the snake, the horse, the goat, the monkey, the hen, the dog, and the pig. Have children draw a big circle on a piece of paper and divide it into twelve parts. Draw an animal in each part to complete a lunar calendar.

GROUNDHOG DAY
February 2

Background:
Groundhog Day is the outcome of the Roman Catholic Candlemas Day festival observed February 2, forty days after Christmas. It was a festival of purification, a new beginning.

The observance of Groundhog Day in America is a custom brought by the people from Germany and Great Britain. They believed that it was a time for forecasting the weather for the next six weeks. According to legend, the groundhog, or woodchuck, awakens from his long sleep on February 2. He sticks his head out of his underground home and looks around. If the sun is shining, and the groundhog can see his shadow, he is frightened and crawls back into his hole. This means that there will be six more weeks of winter weather. If the day is cloudy and the groundhog cannot see his shadow, he stays out of his hole indicating that spring weather will soon come.

Several species of woodchucks, or groundhogs live in North America. The common groundhog is about 15 to 18 inches long. It has long coarse fur, a broad flat head, long whiskers, short thick legs, and a bushy tail. The groundhog eats a tremendous amount of food toward the end of the summer. This extra food produces fat which keeps them nourished during their winter´s sleep.

The woodchuck´s sleep isn´t like the sleep of humans. It is a warm blooded animal that curls up into a ball in its underground home and goes to sleep. As it sleeps, its warm body grows cold, its heart slows and its breathing nearly stops. This sleep is called hibernation.

Activities:
1. Given the above information, have each student predict whether the ground hog will see his shadow at the end of January. Bar graph the results.
2. As a homework assignment, ask students to gather as much information as they can concerning Groundhog Day.
3. Listen to the weather forecast to see if the groundhog saw his shadow. Then mark a large room calendar to record if there are more weeks of winter.
4. Ask the class to determine if they think the groundhog saw his shadow in their neighborhood. Keep a record to determine if the legend is true.
5. This could lead into a study of hibernation as it relates to other animals.
6. This could lead to a study of the woodchuck.
7. Make groundhog sack puppets. Go outdoors and see if you can see your puppet´s shadow.
8. Poem:
   How much wood could a woodchuck chuck,
   If a woodchuck could chuck wood.
   A woodchuck could chuck as much wood
   As a woodchuck would chuck,
   If a woodchuck could chuck wood.

VALENTINE´S DAY
February 14

Background:

The Custom - Valentine´s Day probably started this way:

Many hundred of years ago, young men and women in ancient Rome held a festival at this time of year. It was called the Festival of Lupercalia.

The single men would choose their special girlfriend for the year by drawing her name out of a cup or box.

The couples would give each other gifts. In America, we send cards, flowers, or candy to our friends and loved ones so that they know we like them and are thinking of them.

St. Valentine - The story of St. Valentine is a legend, or story coming from the past.

According to this legend, there were two St. Valentines. Both lived in Rome about 200 years after Christ.

Both were put to death because of their religious beliefs.

Some say St. Valentine was a priest who married couples against the wishes of the Roman emperor.

Others say that he was a priest who was sent to prison. While there, he made a blind girl see.

Before he died, he sent a farewell message to the little girl signed, "From your Valentine."

The Cupid

Cupid is a little winged child. The legend is that you will fall in love if you are hit by one of his arrows.

Thousands of years ago, people in Greece and Rome made up stories or myths to explain the things about life they didn´t understand.

They worshipped many gods. Cupid was the god of love.

Roses

For thousands of years, lovers have sent roses to say "I Love You."

Another Roman myth is that roses sprang up when Cupid spilled a drink that he was carrying to the gods.

Violets

Another Roman myth is that Cupid´s mother, Venus, the goddess of love and beauty, turned lovely young girls into violets because she was jealous of them.

The Cards

The valentine probably was the first greeting card ever sent.

Some people say that Charles, Duke of Orleans, probably sent the first valentine in 1415. He wrote love poems to his wife when he was a prisoner in the Tower of London.

Many years later, in the 1700s, sending valentines became popular in England. The English settlers brought the custom to this country.

These valentines were beautiful hand-made cards. Then came the machine-printed cards in 1840. Prices charged for valentines dropped. So did the rate charged for mail. So valentines became even more popular.

Today, Valentine's Day is the second most important day for sending greeting cards. Christmas is first.

Activities:

1. Teach children to cut heart shapes from squares of paper. Fold squares in half. Hold the folded edge. Cut of a small triangle from each top corner and a large triangle from the bottom, starting from fold line. Round off pointed edges with tiny snips. You might keep paper folded and continue cutting smaller and smaller hearts to use for collage or mobile.
2. Use heart-shaped cinnamon candies for counting and estimating activities. Place candies in baby food jars or small medicine bottles and have children make "good guesses" or estimate the correct number.
3. Place a small balance scale and candy hearts in a center. Instruct the students to find as many classroom objects as they can that will balance with the hearts. Have them estimate the weight of hearts, then list five objects that are lighter and five objects that are heavier then the hearts.
4. Make paper heart shapes. Cut in half with "broken heart" effect. Use as match-up puzzles for math concepts like numeral - set recognition, addition facts, etc.
5. Give each student a plastic bag containing 4-6 different valentine candies. Use them to discuss properties - size, shape, texture, color, hardness, smell, weight, taste, etc. A list of property words used to describe candies should be kept. Ask children to choose two candies to share likenesses and differences. Sets can be separated or jointed. The candies can be put in order according to size (length, thickness, color, hardness, roughness, weight, etc.). Individual graphs could be made using some of the property words. Example:

   rough   sweet   thin   light   red

   After all activities are completed the children can eat the candy and choose their favorite. Make a class histograph showing the favorite candy. Glue or tape a sample of each candy on the bottom of a large piece of paper. Give each child a small paper heart and a circle of tape so he can place it on the paper above his favorite. Comparisons, counting, interpreting, and predicting skills can be sharpened with discussion while completing the graph.
6. Have children draw cartoons illustrating how we tell people how much we like them. Older children can write their own messages. Example: "I love you. You're nice. Let's be friends. Be my Valentine."
7. Creative writing ideas:
   a. What is love?
   b. How did you escape cupid's arrow?
   c. Why do we use the heart as a valentine symbol?
   d. Why are valentines pink or red?
   e. Help cupid find his lost bow and arrow.
8. "Secret Senders"
   Using the letters in "Valentine's Day," find out who is sending these valentines:

   E----- D--

9. Valentine Jokes:

a. Sal: How can you tell an elephant from a valentine card?
Al: I don't know.
Sal: Then don't get a job at the post office.

b. What did the valentine say to the stamp?
Stick with me and we'll go places.

c. Knock, knock.
Who's there?
Olive.
Olive who?
Olive you!

10. Valentine Songs:

Love Somebody
(Tune: "Skip To My Lou")
Love somebody, yes I do,
Love somebody, yes I do,
Love somebody, yes I do,
Love somebody, but I won't tell who!

Love somebody, yes I do,
Love somebody, yes I do,
Love somebody, yes I do,
And I hope somebody loves me too!

Will You Be A Friend of Mine?
(Tune: "Merrily We Roll Along)
Will you be a friend of mine,
Friend of mine, friend of mine,
Will you be a friend of mine
And send a Valentine?

Yes, I'll be a friend of yours,
etc., etc.

My Valentine
(Tune: "Oh Tannenbaum")
Oh, valentine, oh, valentine
Oh, will you be my valentine.

Oh, valentine, oh, valentine,
Yes, I'll be your valentine.

11. Valentine Games:

a. Heartbeat Game
Players sit on the floor and say and do the following:
1. Hit the floor twice and say, "Bam, Bam."
2. Cross arms, slap knees, and say, "Slap, Slap, Slap."
3. Clap hands twice and say, "Clap, Clap."
4. Tap head twice and say, "Tap, Tap."
5. Tap heart twice and say, "Beat, Beat."

b. Valentine Relay Race
Cut a paper heart for each student. Write action words on the hearts and be sure to write the same words on two hearts so a stack can be made for each team. The players take the first heart on their stack and move to the finish line doing the action described on the heart they drew. Examples: jump, crawl, walk backward, etc.

12. Valentine Poems:

Five Pretty Valentines
Five pretty valentines waiting at the store.
(Blank) bought one and then there were (blank).
Four pretty valentines shaped just like a "V."
(Blank) bought one and then there were (blank).
Three pretty valentines said "I love you."
(Blank) bought one and then there were (blank).

Two pretty valentines - this was so much fun!
(Blank) bought one and then there was (blank).
One pretty valentine sitting on the shelf.
I felt sorry for it, so I bought it for myself!

Valentine For You
Mother and Daddy, can you guess
Who it is that loves you best?
I'll give you three guesses 1, 2, 3.
There, I knew you'd think of me.

Five Little Valentines
Five little valentines were having a race.
The first little valentine had a funny face.
The second little valentine was frilly with lace.
The third little valentine said, "I Love You."
The fourth little valentine said, "I do too."
The fifth little valentine was sly as a fox,
'Cause he ran fastest to your valentine box.

When I think of mothers (fathers)
You're the best one I know.
I bring you this message
For the love it will show.

Dear Mother, (Father)
I love you and I'm glad
You are mine.
That's why I choose you
For my own Valentine.

13. Give children 10 hearts, 1 straw, and a cup. "Ready-Set-Go!" How many hearts can you suck up and put in your cup in 30 seconds?

AV Resources:
SVE Lollipop Dragon's Valentine Party
Walt Disney's Educational Media Company
A Holiday Festival Set I - Twistyline Valentine

Valentine's Day
Bibliography

Books:

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Moore	Once Upon a Holiday The Tasty-Pasty Valentine	Abelard

LINCOLN'S AND WASHINGTON'S BIRTHDAYS
February 12 and February 22

Background:

It may be somewhat difficult for the younger students to comprehend the significance of the holidays for the birthdays of Lincoln and Washington. An introduction to their lives and the part they played in the history of our country will help prepare them for more in-depth study as they advance to higher grades.

Material presented here is intended for teacher resource. It is hoped that it is complete enough for the teacher to draw on for information to relate to the students at each of the three grade levels.

Objectives:

1. To familiarize children with the names and lives of two famous Americans.
2. To introduce children to some of the history of our country, creating an awareness of changes that have taken place.
3. To teach understanding and respect, and instill loyalty to our flag and the country it represents.

Abraham Lincoln's Birthday
February 12, 1809
Sixteenth President of the United States

Background Information:
So much has been written about Abraham Lincoln. The story of this unknown young man who had only about a year of formal schooling, was the son of illiterate frontier farmers, and rose to the Presidency of the United States, is known by almost every American.

His memory is honored in many ways:
1. Lincoln penny and five-dollar bill.
2. Lincoln postage stamps.
3. Lincoln Highway crossing the U.S. from New York to San Francisco.
4. Lincoln's sculpture among the five famous presidents at Mt. Rushmore, South Dakota.
5. Many Lincoln statues.
6. Many cities and towns, streets, parks, and schools named for him.
7. Lincoln's Memorial, Washington, D.C.
8. Lincoln's birthplace, Larue County, Hodgeville, Kentucky.
9. Lincoln's home in Springfield, Illinois.
10. Lincoln's tomb in Springfield, Illinois.

Some of the accomplishments of Abraham Lincoln's administration:
1. Mail was delivered free for the first time.
2. Paper money was issued.
3. The transcontinental railroad connecting the eastern U. S. with the west coast was begun.
4. The union was preserved by the victory of the North during the Civil War.
5. The Emancipation Proclamation was issued which opened the way to freedom for black slaves.
6. West Virginia and Nevada became states.
7. The American Flag had 33 stars.

Abraham Lincoln, the sixteenth president of the United States was born February 12, 1809 on a farm near the present location of Hodgeville, Kentucky. Lincoln's birthday is celebrated as a legal holiday in the northern and western states. It is not observed in several southern states.

Abraham Lincoln's father, Thomas Lincoln, spent most of his boyhood and youth on frontier farms working as a farm hand. He learned to do carpenter work and was well respected by his friends and neighbors as a sober, hard working man.

When Thomas Lincoln was twenty-eight years old, he married Nancy Hanks, a gentle and religious young woman, who was also born in Virginia. They began their marriage in Elizabethtown, the county seat of Hardin County, Kentucky. Their first child, Sarah, was born there.

Two years after their marriage, in 1808, the Lincolns were able to purchase "Sinking Spring Farm," in the backwoods of Kentucky, in what is known today as Larue County. Thomas' and Nancy's son, Abraham, was born in a crude log cabin on this farm. In later years, a great stone memorial was erected to enclose and preserve the log cabin, the birthplace of one of our greatest and most beloved Americans.

In 1816, after living on several farms in Kentucky and having trouble over his ownership rights, Thomas Lincoln decided to move his family to Indiana. There were two reasons for choosing Indiana. First, a man could buy his land directly from the government and be sure of owning it. Secondly, Thomas Lincoln did not believe in slavery, and there was no slavery in Indiana.

The little family hauled their possessions northward to the Ohio River and had them ferried across. Then they worked their way through nearly one hundred miles of thick forest to Spencer County in the south-western part of the state. The Lincolns arrived too late in the fall to build a tight cabin for the winter. Temporarily they lived in a "Darne little half face camp," built of logs and poles, open on one side where a fire was built on the ground and had to be kept burning day and night for protection from the cold and preying wild animals.

The new farm was 160 acres of untouched forest land. The trees had to be cut so that a crop could be planted in the spring. Abraham was very young, but he was large for his age and strong enough to handle an ax. All that winter and, in fact, as long as he lived in Indiana, he was seldom without his ax.

As soon as the first crop was planted, Thomas Lincoln and young Abe began building a more comfortable cabin which was eighteen by twenty feet in size, with a loft as a bedroom for the children. Abe called it "our new grand old log cabin." Life was a little easier and happier now, but in 1818, Nancy Lincoln, too frail for the hardships of pioneer life, fell ill of milk sickness and died. Her husband made a coffin, and her family laid her to rest on a hill not far from the new cabin.

About a year after their mother died, the children´s father told them he was going back to Kentucky to ask widowed Sarah (Bush) Johnston to marry him. Sarah´s three children needed a father like the Lincoln children needed a mother. Thomas had known Sarah when she was a young girl.

The Lincoln children loved their new mother, new brother, and two new sisters. It was good to be happy and laughing again. Abe and Sarah couldn´t believe their eyes as they helped unpack the furniture and household goods their new mother brought with her. There were shining pots and pans, a feather bed, a spinning wheel, chairs, chests, and so many things they´d never even seen before. The frontier cabin fairly glowed with its new furnishings! Long months of want and loneliness came to an end.

Abe´s father and natural mother never knew how to read. Abe´s father thought going to school was nonsense. "What does a boy want with reading, writing, and ´rithmetic when he can plow a field and chop down a tree?" he said. But his mother had said, "Abe, you must learn to read. I want you to be somebody when you grow up." A neighbor had shown him how to read a little, but when his family moved to Indiana Abe had no one to teach him.

Abe´s new mother was very kind to him. She encouraged him in his desire to read. One evening she told Abe she had a surprise for him. She opened a chest and took out a big pile of books. Abe´s happiness showed on his face. This was just about the best gift he had ever received.

Every night after that Abe would sit by the fireplace and read by the firelight until he could keep his eyes open no longer. He read the books over and over.

When Abe was about eleven years old, a school was built nine miles from his home. Abe wanted to go to school more than anything and that winter he did. He walked nine miles through wind and snow and bitter cold. After school he walked the nine miles home again.

When spring came the fields were ready for plowing and Abe´s father needed help. Abe had to leave school, but he did not stop studying. Everywhere he went Abe carried a book. Abe told an audience one time that he went to school "by littles," for about nine years, but all of his schooling together did not amount to one full year. He had no pencils or paper, but he wrote his lessons and worked his arithmetic problems on flat boards which he shaved clean with a knife and used again and again.

At seventeen, young Lincoln stood six feet, four inches tall. His legs and arms were too long and his feet and hands were huge. He was very awkward and most people thought he had a homely face. If that were not enough he had coarse black hair that constantly stood on end. He made friends by laughing at himself. One day when someone asked why his legs were so long, he winked, and replied, "So my feet will reach the ground, I suppose."

Once Abe was working for a wealthy farmer. The farmer liked Abe and he knew how Abe liked to read. He let Abe borrow books from his reading room which was like a small library. Then Abe and the farmer would sit and talk about what Abe had read.

As Abe grew older he tried many jobs. He liked to be around people. Sometimes he´d entertain them by standing on a stump and imitating some preacher or politician who had recently spoken in their neighborhood.

Abe liked to work in stores because he met many people there. One day he sold some clothes to a woman. After she left the store, Abe discovered he had given her the wrong change. He walked six miles to give her back six pennies. He lived up to his nickname, "Honest Abe."

One day a very poor farmer stopped his wagon outside the store. To get some money, the farmer wanted to sell a barrel packed with odds and ends. Abe felt kindly toward the man and gave him fifty cents for it, just to help him out. Abe found a book among the rummage. It was a law book. Abe read it over and over. He learned all it had to say. Many people could not read so Abe told them how the laws could help them. Abe wanted to know more about the laws of Indiana so he walked twelve miles to the office of an acquaintance who had volumes of law books. His great love for justice made him consider law as a profession.

One spring Abe got a job on a neighbor´s flatboat carrying vegetables and bacon down the Mississippi to New Orleans. He saw slaves working in the fields of the men who owned them. He saw Negroes in chains, sold like cows and horses, to the highest bidder. He saw children taken from their mothers to be sold, too. Abe was sick at heart. He vowed that he would do something to stop slavery.

Abe became ambitious to enter politics. He won in his second campaign for the Illinois State Legislature in 1834. In 1836, Lincoln was admitted to the bar (became a lawyer). He gained a reputation for defending only the cases which he believed to be right and just. He had the habit of telling stories that not only spread good humor in the courtroom, but made his case understandable. He soon became one of the best lawyers in Illinois.

Lincoln, the witty storyteller who made people laugh, had many sad things happen to him. A trusted partner in a business venture left him with the entire debt from the business. It took Lincoln fifteen years to repay this debt. While Lincoln was studying law he fell in love with an attractive, intelligent young woman named Ann Rutledge. During their courtship Ann became ill and died. His grief was so great that his friends feared he would lose his mind. Years later he married a dark eyed lively Kentucky girl named Mary. Four boys were born to them, but only one of the four lived past childhood.

All over the country a quarrel was going on between the North and the South. People in the South wanted slaves. People in the North said, "Let the slaves be free." "All men are born free," said Abe. "There should not be any slaves." People talked about Abe, the poor lawyer who was so honest, and he was elected to the House of Representatives. In 1861, the people elected Abe to be President of the United States. While he was president, Abe kept a promise he had made many years before. He signed the Emancipation Proclamation into law on January 1, 1863. This law paved the way for freedom for the slaves.

Each time we look at a penny, the poor boy in the log cabin, and the great man, loved for his honesty and kindness gazes back at us.

George Washington's Birthday
February 22, 1732

Background Information:
After the Revolutionary War, the people of this new country wanted to honor George Washington. They decided the best way would be to celebrate his birthday. On February 22, 1778 George Washington spent his birthday being serenaded by an army band at Valley Forge. Two years later, when he was President of the United States, Congress adjourned in honor of his birthday.

There were a number of reasons this young republic wanted to pay him homage:
1. He was a statesman.
2. He was a colonel in the Virginia Militia.
3. He was a member of the First Continental Congress.
4. He was Commander in Chief of the American (Continental) Army during the Revolutionary War.
5. He was a leader in scientific farming.
6. He was our first President.

Washington's Birthday is a legal holiday in all states except Idaho. Americans honor his memory on that day with patriotic parties, log-shaped cakes and cherry pies. The famous story about George Washington chopping down the cherry tree is not true.

Here are some of the ways in which George Washington has been remembered:
1. The capital of our country is named for him.
2. A reproduction of his birthplace has been erected on the original site at Bridges Creek, Virginia.
3. The Washington Monument in Washington, D. C.
4. The state of Washington was named for him.
5. City streets, squares, schools, universities, libraries, and parks are named for him.
6. Mount Vernon is preserved as a national shrine.
7. Washington Memorial Arch was built in New York City.
8. His likeness is on stamps and currency.

While Washington was president many events took place that have greatly affected the lives of every American:
1. The First Cabinet was established in 1789.
2. The U. S. Supreme Court met for the first time in 1790.
3. The first census was taken in 1790.
4. The plan for our nation's capitol was approved in 1791.
5. The first ten amendments to the Constitution were adopted in 1791.
6. The national mint was established in 1792.
7. The cotton gin was invented in 1793.
8. The first toll road was completed in 1794.
9. The first challenge of federal authority was put down (Whiskey Rebellion) in 1794.
10. Three states joined the Union: Vermont in 1791, Kentucky in 1792, and Tennessee, in 1796.

George Washington
First President of the United States

George Washington was born February 22, 1732, on an estate about 30 miles southeast of Fredricksburg, Virginia. The plantation was later named Wakefield. His parents were Augustine Washington and Mary Ball Washington.

Augustine Washington had been married before. His first wife died leaving him with three sons and a daughter. George was the oldest of four sons and four daughters by Augustine's second wife.

When George was about three and a half years old, his wealthy father moved the family to his plantation on Hunting Creek, about 50 miles away. This later became known as Mount Vernon. Four years later a fire forced a move to Ferry Farm (or Strother Estate), about three miles from Fredericksburg, where George's father died when George was eleven years old. A few years later George left Ferry Farm and went to live with his half brother, Lawrence, who now lived on the family plantation, Mt. Vernon.

Lawrence Washington was young George's favorite relative, and his hero. He was an influential man, a hero of the War of the Austrian Succession, and one of the founders of the Ohio Land Company. His social charm had won him the hand of the daughter of his nearest neighbor, wealthy Lord Fairfax.

Lord Fairfax was a bitter man who did not enjoy people. Young George was shy and had a knack for listening, which caught the fancy of Lord Fairfax. He asked George to go fox hunting with him and in a few months he gave him his first job. George, barely sixteen, was to go with a group of surveyors who were going out to survey Lord Fairfax's land across the mountains, in what are now the states of Virginia and West Virginia.

This trip over the Blue Ridge Mountains was one of the most important events in George Washington's life. He saw rich and fertile valleys. He saw mighty rivers. He studied the woods. He learned the ways of frontier life, developing a strong body and great courage. He watched and admired the pioneers as they cleared land for their settlements. He kept a diary of each day's experiences, beginning a practice he carried out the rest of his life. His forty diaries have provided priceless historical insight, plus a more intimate understanding of his own personality.

Lord Fairfax paid George well for his work and let him invest some of his earnings in land. Later, Lord Fairfax was instrumental in young George being appointed as official surveyor of Culpepper County, at an age when most boys are still in school.

George Washington had little schooling in classrooms. A neighbor of the family was a school master and he was George's first teacher. He learned reading, writing and simple arithmetic. Arithmetic and farming methods interested him most. His lack of schooling left him a slow reader and poor speller. His relatives were concerned about this as they recognized much potential in this young man. Two old friends of Lawrence Washington, who had served with him in the West Indies Campaign, became tutors for George. They taught him the fine arts of war and he learned the courteous and polished manners expected of a Virginia gentleman.

In the fall of 1751, when George was nineteen years old, Lawrence Washington developed tuberculosis. He became so ill that he and George set out for Barbados (West Indies) seeking a cure. George had smallpox while on the journey. It was a light case, but his face was to be somewhat scarred for the rest of his life. Lawrence's condition only worsened so they returned to Mt. Vernon where Lawrence died a year later.

At the age of twenty George was left to carry out the terms of his brother's will and manage his estate. Within a short time Lawrence's only child, a little daughter, died. Lawrence's widow soon married again and thus gave up her claim to the estate. George enherited the estate and took over Mt. Vernon which he added to by the purchase of many farms. He was managing more than 4,000 acres of tobacco and grazing land before he was twenty-five years old.

Washington took an active part in community affairs and became adjutant of one of Virginia's four military districts. When the French and Indian War broke out he was given the rank of major, later colonel, and served with distinction throughout the war. He commanded the advance guard of General Forbes when Fort Duquesne was captured in the fall of 1758. The Virginia House of Burgesses gave Washington a vote of thanks. Washington resigned his commission and went to Mount Vernon to live as a husband, father and peaceful Virginia planter for the next sixteen years.

On his last furlough before leaving the army Washington became engaged to Martha Dandridge Austis, a wealthy widow from Virginia who owned the Austis properties and one of the largest fortunes in the colony. One month after he gave up his command, on January 6, 1759, George and Martha were married. they had no children, but Martha had two children by her former husband, Jacky and Patsy, as George affectionately called them.

In 1775 Washington was chosen Commander in Chief of the Continental Army. It was his courageous leadership that brought a poorly equipped and untrained army of patriots through to victory in the Revolutionary War.

In 1787 the Constitutional Convention met at Philadelphia with Washington presiding, and the Constitution of the United States was given to America.

In 1789 Washington was unanimously elected first President of the United States. That is why he is known as the Father of Our Country.

> "The first duty of Americans is to be American."
> "Do justice to all and never forget that we are Americans."

George Washington was "first in war, first in peace, and first in the hearts of his countrymen."

In 1932, a great celebration was held honoring the 200th anniversary of George Washington's birth. It began February 22, 1932 and continued until Thanksgiving. All of the states of America, 81 countries, and hundreds of cities throughout the world planned celebrations honoring the memory of our first president.

Patriotic Parade

Have the children participate in planning and conducting a patriotic parade. The parade route could be planned and mapped. Special participants could be selected.

PARADE HATS

Newsprint, 12" x 18"
Tape

Procedure:

1. Fold newsprint in half.
2. With folded edge away from you, take upper corners and fold to center.
3. Fold bottom edges up, one on each side.
4. Tuck in points and tape them.
5. Decorate hats with patriotic colors.

Map Activity:

Place a large map of the United States on display. Locate and appropriately mark:

1. Where we live.
2. Where Lincoln lived.
3. Where Washington lived.
4. Where the U. S. Capital is located.
5. Where our President lives and works.

PENNY RUB

Penny for each child
Paper (newsprint will work) 1/2 sheets
Pencils

Procedure:

1. Place penny on table with Lincoln's head up.
2. Place paper over penny. Feel penny through paper. Hold by edge of penny.
3. Using side of pencil lead, rub over surface of penny.
4. Lincoln's head appears.
5. Move paper and continue. Make enough to fill 1/2 sheet of paper.
6. Pennies might be placed upon the paper in chronological order according to dates, so a sense of "time" might be established.

THE RED WHITE AND BLUE - Flag Discussion Activity

1. Have the flag prominently displayed.
2. Discuss some possible meanings of the colors (these meanings are not definite).
    a. Red - Possibly the blood shed in defense of our country. (Courage)
    b. White - Possibly the faith of all citizens, or honesty of citizens.
    c. Blue - Possibly the loyalty of all citizens to their country.

3. Count the number of stripes. They stand for the thirteen original colonies. Discuss the meaning.
4. Count the number of stars. They stand for the states of the Union. Discuss what they represent.
5. Discuss what it means to be patriotic.

LINCOLN'S CABIN

Make a log cabin out of a small milk carton covered with logs made of rolls of brown construction paper. Make the door of red construction paper with yellow windows.

Poems: Abraham Lincoln

A Boy's Wish
I wish that I'd known Lincoln
When he was just a boy.
Before he roamed the prairies
Of early Illinois.

We would have played together
In woodland or in clearing
And young Abe would have taught me
The ways of pioneering.

But most of all, I should have liked
To sit with country folks
Around the campfire to laugh
At Lincoln's endless jokes.

Prairie Growth
The young lad, Lincoln, was long and lank and lean
And clumsy as the bay colt that graced the prairie's green;
But, oh, the wonder of his eyes,
As grave and gray as prairie skies!

The young lad, Lincoln, was schooled by firelight.
A wooden shovel was the slate whereon he learned to write;
And books became his friends, folks say,
They pushed his cabin walls away
And showed him what he'd longed to find:
The wider prairies of the mind.

The Strong Man
Abe Lincoln? He was three times strong;
He had the strength of limb
That splitting rails and hauling wood
Had builded up in him.
He had the strength of thought that comes
To every book-fed mind;
But, best of all, his heart grew strong
By loving all mankind.

Lincoln
When Lincoln was a little boy
He studied by the fire.
He chopped the wood and worked so hard,
But never seemed to tire.
He lived in small log cabins.
He was honest as could be.
He was our sixteenth president,
And stood for liberty.

Poems: George Washington

Washington's Birthday

George Washington was strong and brave
Our country for us he did save.
Because he was so fine and great,
His brithday today we celebrate.

George Washington

Before George washington was great,
He was a little child like me.
(Point to self.)
He even did some naughty things,
(Waggle pointed index finger.)
Like chopping down a cherry tree.
(Grasp imaginary hatchet and chop.)
He told his father what he'd done,
Because he never told a lie.
(Shake head negatively.)
I'll try, when I do naughty things,
(Bow head and point to self.)
To say, "Dear Father, it was I."

George Washington Was Once a Child

Folks often speak of Washington
As a hero, great and true.
But once he was a person small
Like me and you and you
And did the many, many things
That children always do.
He once chopped down a cherry tree;
His father asked him why.
"Twas fun!" he told his father
"I cannot tell a lie!"
Folks say it's just a story
But some like it. So Do I.

Games: George Washington's Birthday

CHERRY PIE

Children form a circle, holding hands. This is "the pie" and each child is a "piece of pie." One child is "it" and runs around outside of the circle and holds his arms together outstretched, pretending to be a knife. He brings his arms down quickly between two children and shouts, "I cut the pie!" The two children "cut" go racing in opposite directions outside the circle. The one who gets back first, says "Here I am, Cherry Pie!" He becomes the new knife as the "old" knife and the other runner assume the places open in the circle.

NUMBER PARTNERS

Hide cherries or hatchets (two of each number) with numbers from one to the number that covers one-half the participants. Example: from one through ten (two of each) for a class of twenty children. Children find a numbered object then ask to match their number to one of another child. Thus partners are found. Use these partners for the following rhythm game:

"Yankee Doodle" - "Yankee Doodle went to town, riding on a pony." (Partners skip together in one circle.) "Stuck a feather in his hat (stop and stick feather in hat) and called it macaroni." (Turn in own circle.)

"Yankee Doodle, keep it up (partners join both hands and skip in circle), Yankee Doodle Dandy. Mind the music and the step, and with the girls be handy."

SHAPE BOOKS

Use the shape of Washington's silhouette to cut out shape books. Include cherry pie recipe and stories, pictures, and poems about Washington.

PATRIOTIC BULLETIN BOARDS

Use red, white, and blue valentines or have children design their own flags. Cut and paste construction paper collage. Stories can be displayed on topics such as "I Love America Because..."

STAR SPANGLED KID

Organize a "Star Spangled Kid" contest. Good workers and good citizens may earn stars to get awards.

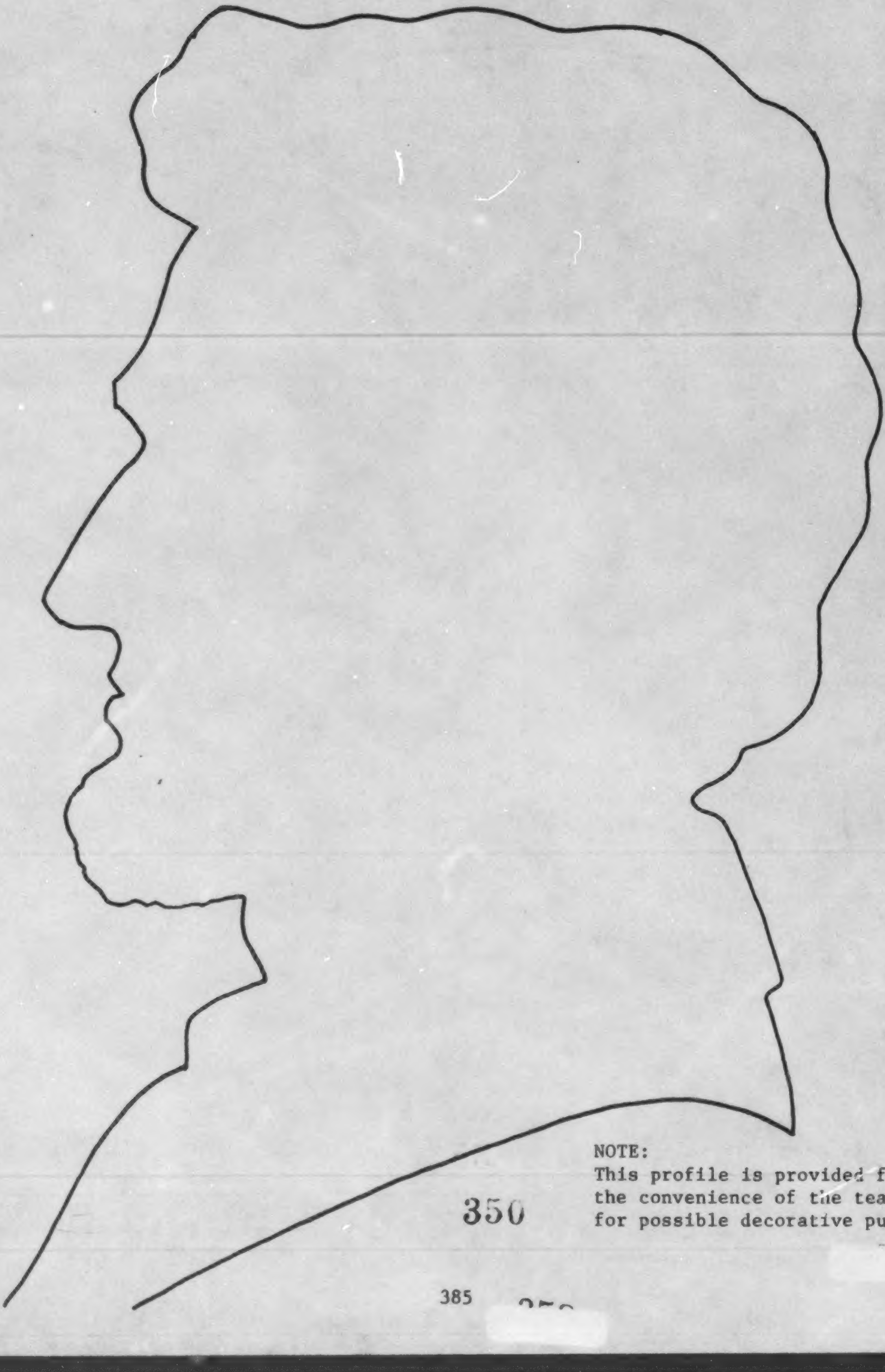
MONEY ACTIVITY

Have children examine paper money - $1, $5, $10. List the names of the persons who likeness appears on the front and what is pictures on the back.

$1	Washington	- U. S. Seal
$5	Lincoln	- Lincoln Memorial
$10	Hamilton	- U. S. Treasury

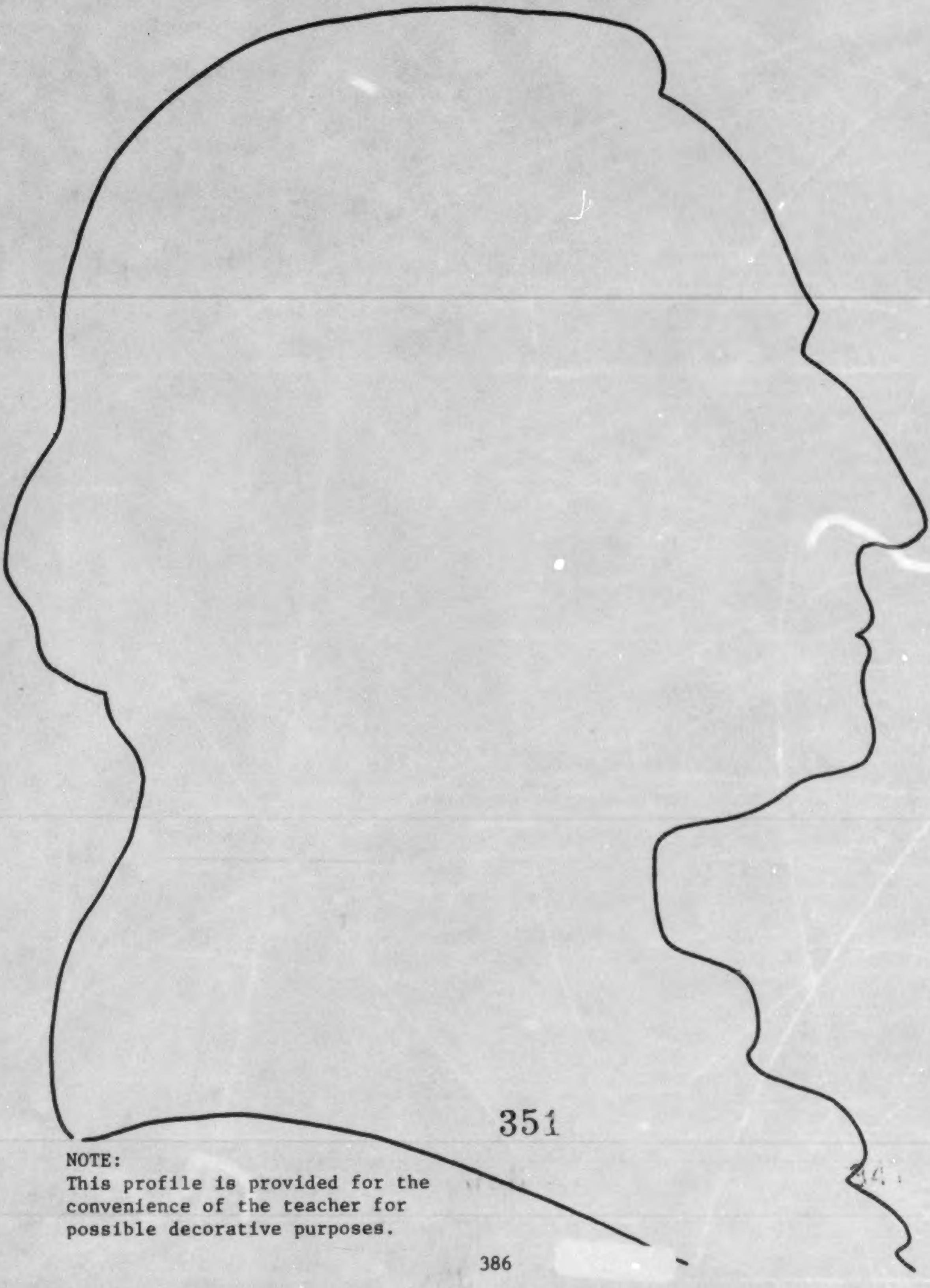
Money may be "borrowed from the activity fund in the office. There could be a discussion of money and a discussion of the importance of each individual and the significance of the picture on the back of the bill.

ABRAHAM LINCOLN (Profile)



NOTE:
This profile is provided for the convenience of the teacher for possible decorative purposes.

GEORGE WASHINGTON (Profile)



NOTE:
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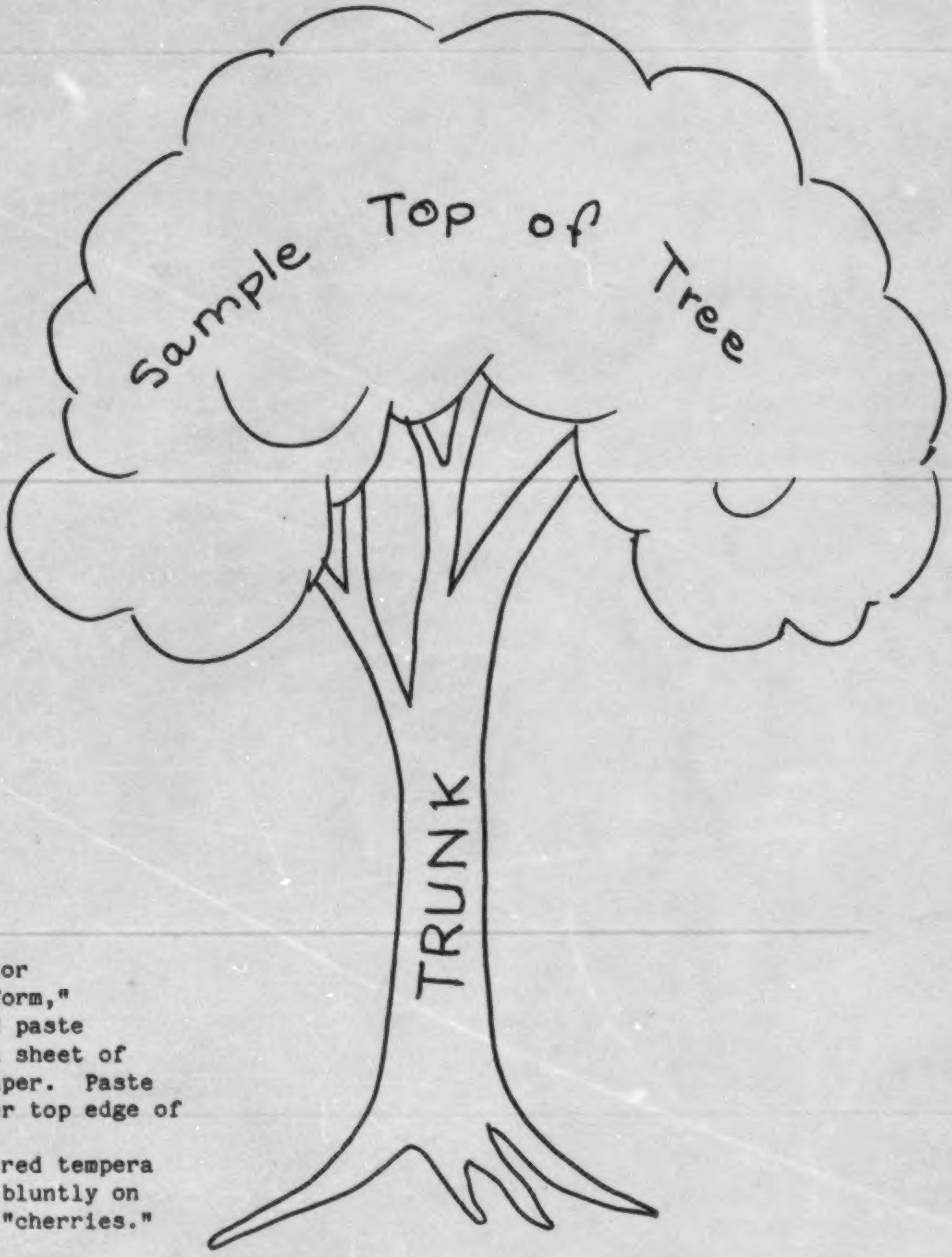


Using pattern, or cutting "free form," have each child paste tree trunk on a sheet of construction paper. Paste top of tree over top edge of trunk.
Dip a Q-tip in red tempera and bring down bluntly on tree to create "cherries."

DISCUSSION ACTIVITY:
Stress that the legend of George Washington and the cherry tree is important even though it may not be true, because people such as presidents who are in important positions should always be honest. Also stress that honesty is important for everyone.

Children should be encouraged to report ways that they try to be honest.

DANCE ACTIVITIES:

Minuet

A popular dance that was introduced at the French Court of Louis XIV about 1650, and reached its greatest popularity in the 1700's was called the Minuet. It represented dignity and gracefulness as it was danced in 3/4 time, with a slow tempo.

Martha Washington, accustomed to high social position and the advantages of wealth, was a woman of great charm and ability. She fulfilled her social obligations as the President's wife with dignity and grace. People often spoke of her as "Lady Washington." The Minuet was often danced at the "Grand Ball" and other gala social functions she initiated.

3/4 time - slow tempo
Girls stand on boys' right with inside hands joined. Boy's free hand rests on hip, girl's free hand holds skirt or handkerchief.

Part A: Measure 1. Take three steps forward, beginning with inside foot.
Measure 2. Point outside foot forward and hold for three full counts.
Measure 3. and 4. Repeat above, beginning with outside foot.
Measure 5. and 6. Repeat first figure.
Measure 7. and 8. Face partner, bow and curtsy.
Then Measures 1. to 8. After bow and curtsy, partners turn to opposite directions, switching hands and repeating all of Part A.

Part B: Measure 9. Face partner. Join right hands, step forward on right foot on the count of 1. Rise slowly and sink on count 3.
Measure 10. Step back on left foot on count 1; point right foot forward on counts 2 and 3.
Measures 11. and 12. Repeat 9 and 10.
Add four more measures:
Partners back to back. Repeat first four measures. Face partner. Repeat Part B.

Music: Minuetto - Mozart
Exploring Music - K Page 60

RECIPES

Lincoln's Birthday

Corn Pancakes or Hoe Cakes
Corn Muffin Mix
Butter or oleo
Maple syrup
Water or milk

Electric griddle or skillet
Pancake turner
Cooking oil

Paper cups
Paper plates (small)
Plastic spoons
Plastic forks
Two sets measuring spoons
Napkins/paper towels
Two bowls
Knife

Empty corn muffin mix into bowl. Place water or milk in second bowl. Place butter/oleo on paper plate and set on serving table along with forks, plates, napkins and syrup.
Griddle needs to be placed where children can see what takes place from a safe distance.
Children need to work in groups of five or six.
Each child takes a paper cup and plastic spoon and measures 2 tablespoons of corn muffin mix and 1 tablespoon liquid into cup.

NOTE: Mixes vary. Teacher may need to experiment to determine the amount of liquid needed.

Mix to blend then pour onto hot, oiled griddle. After mixing, hoe cake batter should wait about five minutes before baking. Turn cakes.
Serve on plate with butter and syrup. It is said that Abraham Lincoln always had a cow and milked it himself, even after becoming President. Be authentic and serve milk with your hoe cakes.

RECIPE
Washington's Birthday

FRIED CHERRY PIES
Canned biscuits
Cherry pie mix
Butter/oleo
Powdered sugar

Small electric skillet or deep fryer
Cooking oil - 1" deep
Forks
Tongs
Plate for powdered sugar
Napkins - paper towels
Measuring spoons

Place deep fryer at a safe distance. Heat to proper temperature. For deep frying work in groups your skills can accomodate.
Each child takes one biscuit and flattens it. Place one tabelspoon of cherry pie mix to one side of the flattened biscuit. Dot with butter, and fold opposite side of biscuit over fruit, forming a half-moon. Pinch edges to seal.

Teacher gently places pie in skillet. Turn when one side is browned being careful not to puncture. Remove to paper towel. Drain. Place in powdered sugar on plate. Dust both sides. Place on napkins. Cool and eat.

PATRIOTISM

Pledge of Allegiance (Flat Salute)
I pledge allegiance to the flag
Of the United States of America
And to the Republic
For which it stands,
One nation, under God,
Indivisible, with liberty
And justice for all.

Flag Salute Paraphrased
I promise to be true to the flag of the United States of America and to the Government of the people for which it stands. One country, under God, which cannot be separated, with freedom and fairness for all.

Participate in a flag raising ceremony. The Pledge of Allegiance might be said by the class after the flag is raised and some patriotic poetry read or patriotic songs sung by the class. Learn the rules of handling the flag.

a. Raise flag briskly
b. Lower slowly and solemnly
c. Don't use it as a table cloth
d. Don't let it touch the ground
e. Don't let it get wet
f. When flag passes by, salute if in uniform
g. When flag passes by, hand over heart if not in uniform.

Create a patriotic bulletin board. Make a background using flag colors and place a real flag in the foreground. Patriotic mottos might be the main theme or perhaps pictures of national shrines cut from magazines. Children's art work stressing a patriotic theme might be placed around the outer edge of the bulletin board.

Patriotism

Our Flag
There are many flags in many lands
There are flags of every hue
But there is no flag, however grand
Like our own Red, White and Blue.

The Flag
I love the Red
I love the White
I love the Blue
And I love my country, too.

Different Flags
Some flags are different colors;
They are pretty, too.
But the one I love best
Is red, and white, and blue.

Our Flag

Our flag has fifty stars to shine,
One for every state so fine;
Its thirteen stripes are red and white;
We never leave it out at night,
Our flag is red and white and blue,
It waves so proud for me and you.

Game

Red, White and Blue

The child who is the leader thinks of something in the room that is red. the others then ask him questions that can be answered with "yes" or "no" until one child has guessed it. He must then think of something white. The next leader thinks of something that is blue. The game continues by rotating among red, white, and blue objects.

Flat Salute For Young Children

The work of my hands, (hold hands out cupped)
The love of my heart, (hands over heart)
The thoughts of my head, (hands on head)
I give to my country. (hands point to flag)

Resource Materials:
Lincoln's and Washington's Birthdays, and Patriotic Emphasis

Music

Records - Bomar

Patriotic Songs
Sousa Marches

Action Songs for Special Occasions
"Abraham Lincoln"
"George Washington"
"Five Little Cherry Trees"

Sing A Song
"Salute to the Flag," p. 40

Music Hour
"George Washington's Birthday," p. 74
"Abraham Lincoln," p. 74

Music for Early Childhood
"America," p. 106
"America, The Beautiful," p. 107
"Marines' Hymn," p. 116

The Kindergarten Book
"Star Spangled Banner," p. 88
(learn to stand when it is played)
"Yankey Doodle," p. 89

My Picture Book of Songs
"Washington and Lincoln," p. 39
"Red! White! Blue!," p. 43
"Columbus," p. 19

Music for Young Americans
"George Washington," p. 122
"Abraham Lincoln," p. 120
"Our Flag," p. 121

Magic of Music
"Our Flag," p. 118

Making Music Your Own
"There Are Many Flags," p. 118
Marching Songs, pp. 35, 36, 37, 38, and 40

Sing and Be Happy
"Our Flag," p. 6

Singing Time
"Marching Time," p. 7

Books

D'Aulaire, Ingri, and Edgar. *George Washington*. New York: Doubleday.
D'Aulaire, Ingri, and Edgar. *Abraham Lincoln.* New York; Doubleday.
Fritz, Jean. *George Washington's Birthday.*
Fritz, Jean. *A Man Named Lincoln.*
Judson, Clara. *Abraham Lincoln.* Chicago: Follett.
Judson, Clara. *George Washington.* Chicago: Follette.
Koral, Bella. *Abraham Lincoln.* New York: Random House.
Norman, Gertrude. *A Man Named Washington.* New York: Putnam.
Reese, Elinor. *About Our Flag.* Chicago: Melmont.
Shapp, Martha, and Charles. *Let's Find Out About Our Flag.* New York: Franklin Watts.

Films

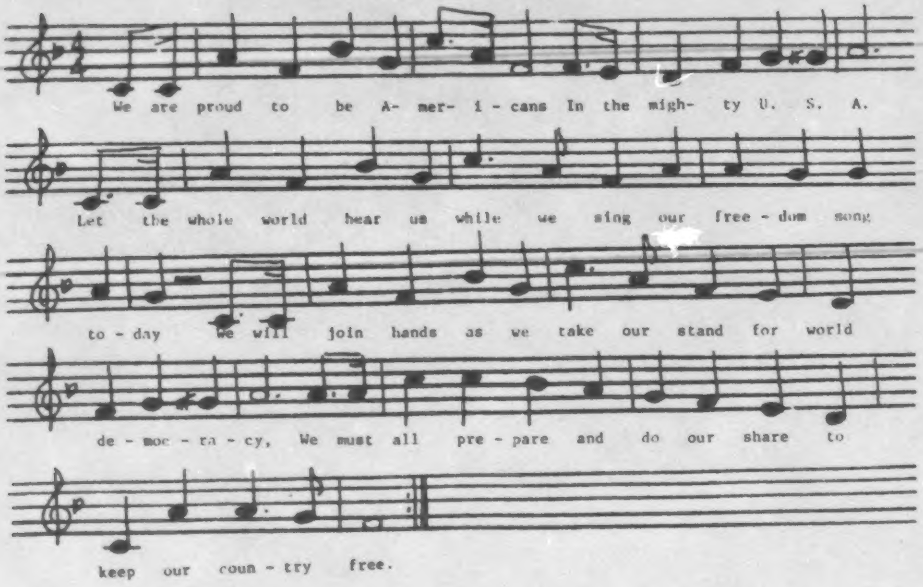
Fifty Stars and Thirteen Stripes, University of Kansas
Boyhood of Abraham Lincoln, University of Kansas

Filmstrips

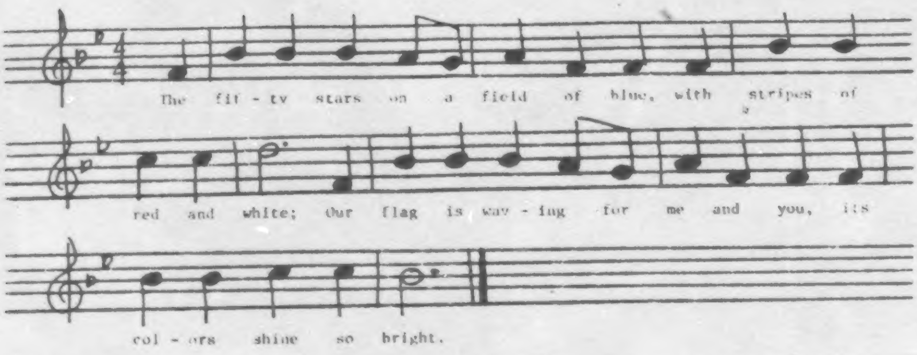
Our Flag and Our Country, Eye Gate
Patriotic Holidays, Educational Record Sales
The Story of Abraham Lincoln, SVE

BEST COPY AVAILABLE

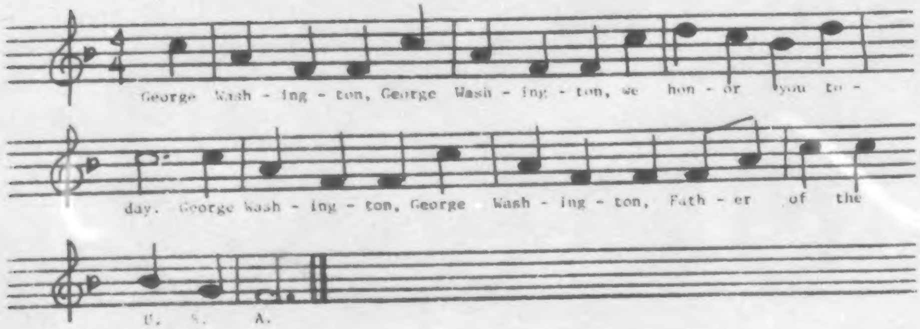
OUR FREEDOM SONG


We are proud to be A- mer- i - cans In the migh- ty U. S. A.
Let the whole world hear us while we sing our free - dom song
to - day We will join hands as we take our stand for world
de - moc - ra - cy, We must all pre - pare and do our share to
keep our coun - try free.

OUR FLAG


The fif - ty stars on a field of blue, with stripes of
red and white; Our flag is wav - ing for me and you, its
col - ors shine so bright.

GEORGE WASHINGTON


George Wash - ing - ton, George Wash - ing - ton, we hon - or you to -
day. George Wash - ing - ton, George Wash - ing - ton, Fath - er of the
U. S. A.

SAINT PATRICK'S DAY
March 17

Background:
Saint Patrick's Day is celebrated in honor of the patron saint of Ireland. Patrick was believed to have been born in England, probably in 385 A.D. No one knows exactly when and where. He was raised in a Christian family until the age of 16 when he was abducted by a band of Irish pirates. He was taken across the Irish Sea, and sold into salvery. It is speculated that Patrick returned later to England and his family, but eventually, answering what he believed to be God's voice, he returned to Ireland as a Christian bishop. He spent the remainder of his life in Ireland, where he baptized the Irish people in the country's streams and wells. Some of these are still called "St. Patrick's Wells." Patrick also made a great contribution to education by teaching the people he baptized to read and write, which made it possible for the Irish to pass these skills on to future generations.

Patrick became famous in Ireland and many tales of his magic were told. They are like fairy tales and most of them are not true. One of the most well-known stories says that Patrick drove the snakes from Ireland. Another story tells of Patrick winning a wrestling match with a devil.

Still other stories say that when a Druid wizard put poison into Patrick's drink, Patrick turned it into ice and tossed it away. Once, they say, Patrick escaped capture by an enemy by turning himself and his followers into a herd of deer. Another legend tells how a friend of Patrick's was protected from a fire because he was wearing Patrick's cloak.

These stories are exciting, but it is the truth about Patrick that makes him great. He made a tremendous contribution to education.

Patrick died on March 17, in about 461 A.D. No one knows where he is buried. He is part of the Irish soil. For more than fifteen hundred years men have honored him with parades and the wearing of the green. Irishmen all over the world wear something green. They pin little sprigs of shamrock on their coats. The shamrock is the national flower of Ireland.

Interestingly, many people think the Irish wear green because we call Ireland the Emerald Isle, but this is not the case. Hundreds of years ago in Ireland, the people burned green leaves and boughs in spring. The ashes would be spread over the fields with the belief that this would make the land richer. The wearing of the green is honoring this ancient custom and has often been worn on days that have patriotic significance.

Kissing the Blarney Stone is an old Irish custom. Today many tourists visit Blarney Castle in Ireland to kiss the Blarney Stone. There is an old belief that when you do kiss the stone, you will be given the "Gift of Gab." You will be able to flatter people into believing what you say. There are many stories about how this custom started. One story goes:

Once a king saved the life of a small fairy who was drowning. She wanted to thank him in some way. When he said he wanted nothing, he stammered. The fairy knew then that he did indeed need the gift of being a good speaker. She told him to go to the highest tower in a nearby castle and kiss a certain stone. When he did, he became an outstanding talker. The fairy asked the king to keep the stone kissing a secret, but he did not. He told all of his people.

Another story is that many years ago Queen Elizabeth I kept getting letters from the Lord of Blarney Castle. These letters did not answer the questions she asked him. He rambled on, really saying nothing. One day she got so angry that she cried, "This is all Blarney; what he says he never means."

Still another story is that the Lord of Blarney Castle used to flatter his enemies so they would leave without attacking.

An Irish Blessing

The Irish are known for their love of fun and their toasts and blessings. Here is a very popular blessing:

May the road rise to meet you
May the wind be always at your back
May the sun shine warm upon your face
May the rains fall soft upon your fields
And, until we meet again,
May God hold you in the palm of his hand.

The Gaelic Language

Most of the Irish speak English. However, in their everyday life, about five percent speak another language called Gaelic.

Here are some Gaelic words: Conat ta tu: How are you?
Salan agat: Goodbye.

Symbols of St. Patrick's Day

The Shillelagh

The shillelagh (she-LAY-lee) is a wooden stick that the Irish sometimes carry as a cane. These sticks got their name because at one time they were made from oak trees that grew in the forest near the village of Shillelagh. The first shillelaghs were used as weapons. One blow could kill you. Today's shillelaghs are used as canes and souvenirs.

The Shamrock

The shamrock is the national flower of Ireland, England and Wales. The story is that St. Patrick brought this clover-like flower to Ireland. There are many shamrock farms in Ireland. Shamrocks are shipped all over the world, especially around St. Patrick's Day.

The Leprechauns

The Irish love to tell tall tales about fairies. The leprechauns are the most famous. These tiny little men are the shoemakers for the fairies. The story is that every leprechaun has a little pot of gold. If you see one of these little men, you can have his treasure if you keep both eyes on him. If you glance away, the leprechaun will vanish. At least all of them have up until now!

Books

Calhoun	*The Hungry Leprechaun*	Morrow
Janic	*Little Bear Marches in the St. Patrick's Day Parade*	

When we celebrate Saint Patrick's Day we think of shamrocks, leprechauns with shillelaghs, songs and dances, and especially the "wearing of the green."

Activities:

1. Irish Jig. An Irish Jig will put you into the carefree spirit of the holiday. This simplified version works great with the song "The Irish Washer Woman."
   With hands on hips, hop on the left foot and put the right heel out in front, right toe across left foot, right heel out in front and then back in place. Now, hopping on the right foot, repeat the same pattern with the left heel out in front.
2. Shamrock Hunt. (Can be played in teams or individually.) Make several dozen three-leaf clovers from green construction paper and put a letter of the alphabet on each. Be sure to include more vowels than consonants. Hide them throughout the room with a few four-leaf clovers that do not have any letters on them. Signal that the game is starting and have the players find as many clovers as they can and then put them together into words. The lucky four-leaf clovers can be used for any letter of the alphabet. See how many words you can spell within a time limit, using each letter only once.
3. Embroidery. The Irish are especially noted for their stitchery. Use embroidery needles and experiment with different kinds of stitches and materials to make placemats, napkins, wall-hangings, etc. Make a tambourine by stitching two paper plates together. Fill with beans and decorate with shamrocks.
4. Magic Mushrooms. Leprechauns are said to have a special fondness for mushroom gardens. Use a long, narrow sheet of paper to show a row of different sized mushrooms. Fill the mushroom tops with bright colors and outline them in black. Finally, using water colors, paint a swirly green background.
5. Shamrock Shapes. Using the shamrock as the basic shape, charming little people can be created with crayons, felt, and yarn. You may want to try making leprechauns out of shamrocks.
6. Poetry and Stories. St. Patrick was supposed to have charmed all the snakes of Ireland to the seashore where they drowned. Thinking about the achievement of this old gentleman, draw a very long thick snake. Write all the adjectives that describe snakes and start with the letter "s." For example: silent, soft, skinny, smooth, slippery.
7. Patterned Shamrocks. Overlap 3 hearts to form a large shamrock. Add stem. Use all different shades of green crayon to create many various patterns to fill in the entire shamrock. Cut out when completed.
8. Leapin' Leprechauns. Little men will haunt you if you try to draw a leprechaun with any other color than a green marker, crayon, or pencil. Cut around outline. Paste on bits of fur, wool, or print fabric, backed with cardboard or plain paper.
9. Gold Hunt. Hide butterscotch candies for "gold." Or hide a "Pot of Gold" and use a map to find it.
10. Potato Prints. Use Irish potatoes to make potato prints.
11. Potato People. Make and decorate "potato people" with construction paper.
12. Resist Painting. Draw a design with green crayon on green paper. When completed, brush thin white tempera over the paper. Lines will appear from nowhere, outlining and defining the previously hidden subject.

13. Stand-up Greetings. Cut large shamrocks from green paper. Decorate with yarn and cut paper. Glue a fold-out triangle of paper to the back as a standard.
14. Potato Soup. Make potato soup with an assembly line.

Irish Potato Soup
8-10 potatoes
2 onions
1 small carrot
1 tablespoon chopped parsley
a soup bone
2 quarts water
salt and peper

1. Put bone in a pot with cold water and salt. Heat until almost boiling.
2. Have an adult help you peel and slice potatoes; scrape and grate the carrot; and peel and cut up the onion.
3. Add the vegetables to soup bone and water. Simmer for 1-1/2 to 2 hours.
4. Wash and chop parsley and add to soup. Salt and pepper to taste.

Makes 4-6 servings.

EASTER

March or April

Background:

The Christian religion began nearly two thousand years ago with the life of Jesus of Nazareth. Since that time the Christian church has observed the first Sunday after the full moon or the next Sunday after the vernal equinox as commemoration of Christ´s resurrection from the dead. Christians believe Jesus to be the Son of God, who lived on earth, died, and was brought to life again by God. Easter symbols have a relationship to this newness of life or resurrection. Painted eggs, candy eggs, baby rabbits, newborn chicks, lambs, white lilies, new clothes, are modern symbols of the Easter season. Hope, joy in living, and wonder at the miracle of new life are all feelings expressed at Easter.

Symbols of Easter

Sunrise Services

Sunrise services are held on Easter morning all around the world. These worship services help us welcome the new life that comes in the spring. They also remind us that after darkness comes the light of day and hope for the future.

The Rabbit

Rabbits usually have lots of babies. For that reason this animal has been a symbol of new life for centuries.

Baby Chicks

Baby chicks also remind us of the new life of spring and the Easter season.

The Lamb

To some Christians, the lamb represents Jesus. As "The Good Shepherd," he is often pictured holding one. Some people used to think it was good luck to see a lamb on Easter.

Easter Flowers

The lily, which was first grown in Japan, is a special Easter flower. The bulb is said to stand for Christ´s tomb. The blossom stands for his life after death. Tulips and daffodils are also Easter flowers.

The Egg

For thousands of years, the egg has been a symbol of new life. At one time, it was a custom in Europe to do without eggs during Lent, the 40-day period before Easter. Eggs then became a special treat on Easter day and were sometimes given as gifts. Pretty decorated eggs at Easter have been popular for a long time. The Dutch brought the Easter egg custom to this country. They colored eggs as symbols of better times to come.

Easter Clothes

Many folks used to wear something new on Easter morning. The custom probably started when people used to get new robes just before Easter to be baptized in. The Easter parade down Fifth Avenue in New York City is still held every year.

Rolls and Hunts

The Dutch started the custom of egg rolling. An Easter Egg Roll is held at the White House each Easter Sunday morning. Today's children use a spoon to roll an egg along marked lanes to cross the finish line.

NOTE: Great care should be used by the teacher in attaching religious significance to classroom activities relating to Easter. Information concerning this holiday should not be presented in a way that would establish the events surrounding this observance as a matter of fact. Other differing beliefs and interpretations must and should be respected.

Activities:

1. Do unit on hatching eggs. Discuss parts of eggs and their function. Draw and color paper eggs or make eggs using small balloons and papier maché.
2. Use a word search puzzle (make your own), using words such as: bunny eggs rabbit chick basket
3. Make round rabbits using construction paper.
4. Try an Easter egg hunt for your pupils
5. Make baskets from milk cartons - put in grass and candy eggs. (optional)
6. Hatching Chickens. Cut out cups from egg cartons. Each child cuts out a chick shape and adds beak and eyes. Glue to bottom of cup and add a rock (to keep it upright). Glue down green grass in cup on top of the rock to hide the rock.
7. Papier Maché Bunny Heads. Cover balloons with papier maché. Paint one color. Add construction paper ears, eyes, nose. For whiskers, use broomstraw. Set on construction paper collar with each child's name displayed on the collar.
8. Egg Art. Children cut large egg shapes from white construction paper. Decorate with crayons leaving background white. Using watercolor, paint entire egg (one color only).
9. Papier Maché Eggs. Cover oval shaped balloons with tissue paper strips dipped in plastic starch. Dry overnight. Pop balloon.

Teachers might wish to consult the following magazines for crafts and activities:

1. Playmate
2. Children's Digest
3. Jack and Jill
4. Highlight

Easter
Bibliography

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Armour	*The Adventures of Egbert the Easter Egg*	McGraw
Balian	*Humbug Rabbit*	Abingdon
Bianco	*Look Inside Easter Egg*	Oxford
Budd	*Tekla's Easter*	Rand
Fisher	*Easter*	Crowell
Foster	*Tell Me, Little Boy*	Lothrop
Foster	*Miss Flora McFlimsey's Easter Bonnet*	Lothrop
Friedrich	*The Easter Bunny That Overslept*	Lothrop
Haywood	*Betsy and the Circus*	Morrow
Heyward	*The Country Bunny and the Little Gold Shoes*	Houghton
Kay	*An Egg for Wishing*	Abelard
Littlefield	*The Whiskers of Ho Ho*	Lothrop
Milhous	*The Egg Tree*	Scribner
Politi	*Juanita*	Scribner
Priolo	*Piccolina and the Easter Bells*	Little
Schultz	*It's the Easter Beagle, Charlie Brown*	Random
Tresselt	*The World in the Candy Bag*	Lothrop
Tudor	*A Tale for Easter*	Walck
Weil	*The Candy Basket*	Holiday
Zalotow	*The Bunny Who Found Easter*	Parnassus

MAY DAY
May 1

Background:
It seems likely that the custom of observing a festival on the first day of May originated in ancient Rome. Here we see much similarity to the later May Day celebrations. The Roman festival was held in honor of Flora, goddess of flowers and springtime. It was known as Floralia, a joyous festival that lasted from April 28 to May 3. At the beautiful Temple of Flora, the celebrations were very important. By tradition, the first to place a wreath or garland at the temple was assured of good luck throughout the coming year. Ropes of flowers were twined about the temple's marble columns, while all around the temple and on the streets, blossoms were thrown by children and young women who were dressed in loose robes of white and wore flowers in their hair. The Floralia marked the beginning of spring.

The May Day Festival, probably carried to England by the Romans, was to the English people of the Middle Ages the happiest time of the year. At no time did it assume so much importance among the rural communities of England as in the Middle Ages. May Day has always been closest to the country folk for it is a true festival of Nature. Through the long cold winter months the peasants looked forward to spring. When May Day came around, spring had really arrived in its fullest. This was the time of year when country people could rejoice in the fresh new beauty of their own land and realize once more what it meant to them. Flowers were a symbol of happiness, and green growing things were a symbol of new life and hope for the future. It was a time of joy, song, and dance to young and old alike. In every small village and rural community, the people were off to the woods, returning at daybreak on May Day morning carrying boughs and blossoms. Thus they "brought home the May." Bringing home the May tree was a most important part of the celebration. The Maypole in parts of England was so huge that it took several yoke of oxen to draw it to the village. Once the pole was fixed, the people danced around it the whole day. To the ancient Britons the dance meant a driving away of all evil spirits, such as ghosts, devils, disease, and famine.

The practice of choosing a May Queen for the May Day festivities has existed since May Day celebrations had their beginning. The chosen girl was given a crown of flowers and ruled for a day on a throne decorated with flowers.

A custom brought to America by the Pilgrims was the making of May baskets. It is believed they wove their baskets of grass or rope and each child tried to make his/hers the prettiest basket. They filled their baskets with flowers or cookies and left these baskets on the doorsteps of their good friends. (*Child Life,* May 1970, p.15)

The May Day customs here, therefore, are those retained from early settlers who dared carry out the old practices, and those people from other countries who have settled in America during the past few generations. (Elizabeth Haugh Sechrist, *Red Letter Days: A Book of Holiday Customs;* Macrae-Smith Company, 1940; pp. 118-131)

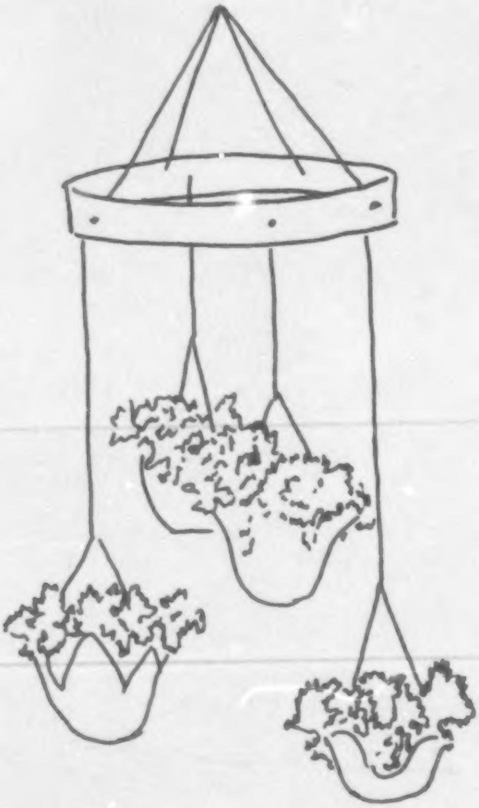
May Basket Mobile

Materials:

1. 4 cups from styrofoam egg carton
2. Plastic string
3. Tissue paper or real flowers
4. Glue
5. Poster board or plastic container - cut into strips to form a ring
6. Yarn
7. Scissors

Procedure:

1. Cut 4 cups from a styrofoam egg carton.
2. Poke 2 holes in each egg cup and tie on string handles.
3. Suspend with yarn from a ring cut from a plastic bottle or poster board.
4. Fill baskets with real flowers (the egg cups will hold water)
5. Cut flowers from tissue and glue into basket.
6. Suspend the mobile from four pieces of yarn attached to the ring.



May Day Wreaths

These wreaths can be made to place on a door or to be worn as a May Day hat.

Material:
1. Paper plate 9" diameter
2. Crepe paper, tissue paper, construction paper scraps
3. Paste
4. Yarn (for hat)

Procedure and Activities:
1. Have the children cut the center out of the plate.
2. Decorate the plate with flowers and leaves made from crepe, tissue and/or construction paper. (The wider the variety of materials, the better the finished product.)
3. Display around the room.
4. Let the children take the wreaths home and place them on their front doors.
5. Make hats from the wreaths by attaching yarn to the sides and tying ends under the children's chins.
6. The hats can also be used for a May spring program for parents, other classes, or nursing homes.

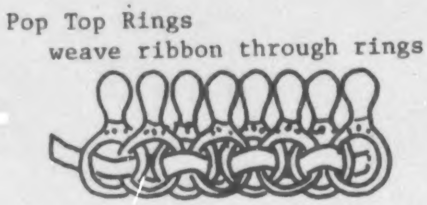
May Baskets

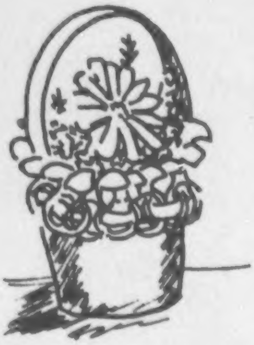
May baskets can be a fun activity to make for a special friend, family member, shut-ins or nursing homes.

Pop Top Ring Basket

Material:
1. Foam drinking cups cut down 2 1/2" high.
2. Pop tops that the children have brought to school.
3. Gift ribbon
4. Glue

Procedure:
1. Have the children make a pretty trim by weaving colorful ribbon through the pop top rings as follows:
    a. Lay 8 or 9 pop top rings side by side.
    b. Arrange another row of pop top rings on top, alternating the rings, as shown below.
    c. Weave ribbon through the rings to hold them together.
2. Glue the trim around the top of the cup, trimming off excess.
3. Bend tabs outward.
4. Glue on a ribbon handle.





Bread Tags Basket

Material:
1. Foam drinking cup cut down to 2 1/2" or 3" high.
2. Glue
3. Gift ribbon
4. Plastic bread tags brought to school by children - various colors.

Procedure:
1. Have the children glue on plastic bread tags around the top of the cup in two rows.
2. Add a ribbon handle.

Egg Carton Basket

Material:
1. Cardboard egg cartons cut into third (each child will get 4 cups).
2. Tempera paints in various colors.
3. Construction paper strips 1" x 12" in various colors.

Procedure:
1. Have the children paint the cups on the outside with tempera paint.
2. Teacher should write the child's name on inside of one cup and staple construction paper handle to basket.

Square Cone Basket
(easy)

Material:
1. Various colors of construction paper - 8 1/2" x 8 1/2".
2. Various colors of construction paper - 3/4" x 9".
3. Brad fasteners
4. Paste and/or stapler
5. Scissors
6. Scraps of construction paper

Procedure:
1. Have the children place paste along one side of square. (Can use stapler.)
2. Roll into cone and press pasted side tightly.
3. Loop handle and fasten on with the brad in the top corner.
4. The outside can be decorated with scraps of paper such as squares, circles, hearts, etc.

Two Holder May Basket

Material:
1. 9" x 9" various colors of construction paper.
2. 3/4" x 9" various colors of construction paper.
3. Stapler
4. Tissue paper, stickers, scraps of construction paper.

Procedure:
1. Have the children fold the 9" x 9" construction paper in half into a triangle.
2. Unfold and place on flat surface with crease side up.
3. Press fold down in the middle with index finger. This will make the previously folded corners go up.
4. Take both the folded corners and fold again between the index finger and the thumb.
5. Bring these ends together toward the middle and overlap.
6. Staple the overlapped corners and the handle together.
7. Decorate as they wish.

Lace Together May Basket

Material:
1. Scissors
2. Pattern
3. Hole punch
4. Yarn
5. Magic markers, crayons, tempera paint, water colors
6. 9 x 12 construction paper in various colors or manila paper

Procedure:
1. Make ditto of pattern.
2. Run ditto pattern on construction or manila paper.
3. Give the children two pieces of paper with the basket pattern on them.
4. Cut out the two baskets with scissors.
5. Decorate with magic markers, crayons, tempra or water colors.
6. Let the children punch holes around the bottom of the baskets. Hold both baskets together as you punch.
7. With a long piece of yarn, lace the two baskets together.

Weave-A-Basket

Material:
1. 9" x 8" construction paper of various colors.
2. 1" x 17" construction paper of various colors.
3. 1" x 9" construction paper of various colors.
4. Paste

Procedure:
1. Fold 2 1/2" on all 4 sides
2. Cut out corner pieces on all four sides
3. On the 9" side, cut two times to the folded line. This makes 3 one inch strips.
4. On the 8" side, cut three times to the folded line. This makes 4 one inch strips.
5. Alternate: The teacher can make a pattern to ditto off on the construction paper. This would be easier.
6. Using the 1" x 17" strips (each child should get three). Weave in and out of the strips of the basket. Use only two this way.
7. Pull tightly so the basket stands up and paste the strips one at a time together. Note: Start weaving at the bottom of the basket.
8. Fold the third strip in half--the long way.
9. Place paste on the inside of the strip.
10. Paste around top of the basket.
11. Paste handle 1" x 9" on basket.

Poems - May Day

May Day

You heard the screen door open?
You heard the hinges squeak?
You heard the doorknob rattle--
before you got a peek?

You heard the porch boards creaking
beneath some hurrying feet?
You saw a little shadow
go flitting down the street?

And then you found a basket
with flowers inside, you say?
To think you had forgotten
it was the first of May!
Aileen Fisher

For a Dance

Round the Maypole dance about,
Dance your ribbons in and out;
When they're plaited, then begin
To dance your ribbons out and in.
Green and yellow this way,
That way red and blue.
Plait the dance, unplait the dance,
And plait the dance anew!

Umbrella Plants

"Umbrellas up!" the May Queen cried,
"Here come the spattering showers!"
Then down the wooded countryside
The leaf-umbrellas opened wide
To shelter white May flowers.

Maying

Oh, come let's go a-Maying!
I want to see once more
Jack-in-the-pulpit kneeling
Upon the forest floor;
And pussy willows napping
Along the willow boughs;
And woodpeckers a-tapping
To build themselves a house.

On every friendly doorknob
Our baskets we will swing,
So those who can't go Maying
Shall have a glimpse of spring.

May Basket

Make a dainty little basket.
Then dampen here and there.
Next, fill with fragrant posies,
But handle with great care.

Now make a pretty handle,
Which must be strong and neat.
Be sure to fasten strongly;
Then the basket is complete.

Now run softly to the doorstep,
Hang quickly, make no noise.
Ring the bell and scamper
To the waiting girls and boys!

Maypole Dance

The Maypole Dance is performed by couples. If two colors of streamers and twenty-four dancers are used, the effect of the woven streamers will be quite beautiful. Four colors may be used if desired. Streamers should be pulled taut and tied in a loose knot on the pole until the children skip to the center to take their streamers.

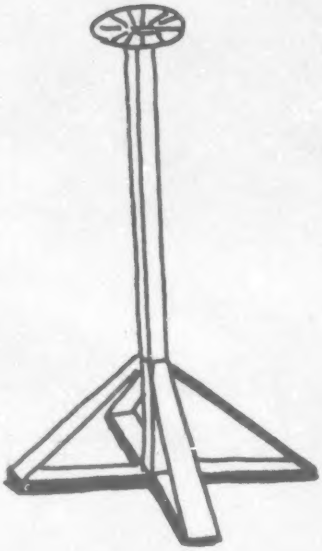
Begin the dance with alternating boys and girls in a circle around the Maypole. All join hands and:

- skip to the right - 16 steps
- skip to the left - 16 steps
- grab right elbows and skip around each other - 4 steps
- partners grab left elbows - skip 4 steps
- grab right and left - boys face counter-clockwise, girls clockwise; hold out right hand to partner and continue around circle to partner
- partners take hands in skating position and skip counter-clockwise around circle
- girls skip to center of circle and back
- boys skip to center of circle and back
- all skip to center, take streamer, skip back
- all skip counter-clockwise around pole - 16 steps
- face partners - weave under and over. (Each boy lifts streamer over girl's head moving counter-clockwise. He will go under the streamer of the next girl he meets, and so on - each girl stoops and lowers streamer under her partner moving clockwise. She will go over the streamer of the next boy she meets, and so on.)
- each dancer should skip around the pole two times. When they meet their partners, all the dancers skip to the center and release the streamers. Skip back to place and bow.

Variations of this dance can be made to fit the music which is chosen for the dance. Probably the most famous music for this dance is "Country Dance," by Percy Grainger. However, any music in 6/8 rhythm may be used as well.

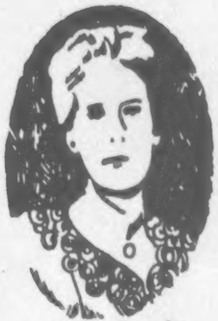
Maypole

Let's build a Maypole. Begin with a straight (not warped) piece of lumber, 2" x 2" and approximately 9" in length. Borrow a wheel from a small doll carriage, along with the axle. Drill a hole in one end of the 2" by 2" and insert the axle which is attached to the wheel. Save a wooden stand from a large Christmas tree, or make a similar one. Attach the Maypole to the stand. It is well to brace the pole on each of the four sides to strengthen it. Remember the stand must be large enough so that the pole will not tip. Two children may be assigned the task of holding the pole steady while the other children dance.

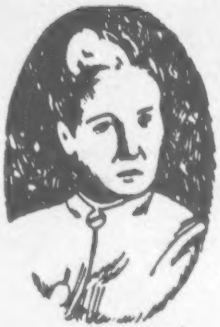


Paint the pole, or wrap alternating colors of pastel crepe paper around it. Begin at the top and complete in "barber pole" fashion. Attach a pair of streamers (two colors) by folding them through the spokes of the wheel and securing them with a large safety pin.

MOTHER'S DAY



Anna Jarvis



and her mom!

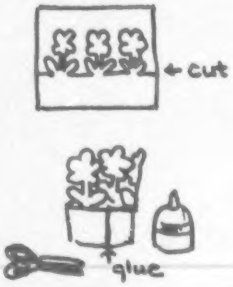
How a Special Day to Honor Mom Started

A day to honor mothers is a custom that goes far back in history. Early Christians set aside a special day to honor Mary, the Mother of Christ.

For many years, "Mothering Sunday" was held in honor of St. Ann, the mother of the Virgin Mary. On this day, children would go "a-mothering" and take flowers, presents, cakes and cookies to their mothers.

Anna Jarvis of Grafton, West Virginia, and Philadelphia, is given credit for starting Mother's Day. Several people suggested that there be a Mother's Day, but Miss Jarvis was the first to work very hard for it.

Miss Jarvis also started the custom of wearing carnations on Mother's Day. The carnation was her mother's favorite flower.



Activity 1:
Make Mom a Flowerpot
Draw flowers on the top half of a 9-by-12-inch piece of construction paper as shown. Make the stems thick so they will not flop. Color the flowers. Color the bottom orange for the pot. Cut out the flowers and form a circle. Glue it together to make the pot.

Activity 2:
Love Coupons
Have students write and illustrate on small sheets of paper, several duties that could be performed for their mothers. Staple together in a book and decorate a cover or enclose coupons in a Mother's Day card. Examples: I will clean my room. I will wash the dishes. I will feed the dog, etc.

Activity 3:
Mother's Day Cards
Cards can be made many ways with folded construction paper and decorated with crayons, paint, collage, etc. Here's a poem to put inside: (Refer to Valentines Day for additional poem ideas)

Your day is here
What shall I do?
I´ll give you a card saying,
I love You!

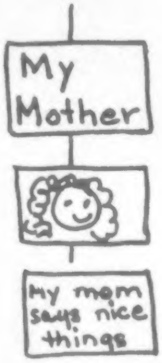
I´ll give you a kiss,
A hug and a smile,
And try to make Mother´s Day
Last a long, long while.

I
love
you
mom

Make her a card.

Activity 4:
Graphing
Graphs could be made using ages of mothers of children in your class or using occupations of mothers.

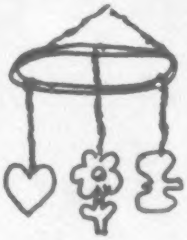
Activity 5:
Mobiles
Give each child three squares of colored paper. On the top square children should write "My Mother." On the second square cut out or draw a picture of a woman (symbolizing mother). On the third square cut out, draw, or write something nice about your mother. Attach squares together and hang.

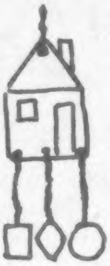

My Mother
My mom says nice things

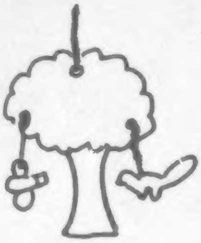
Activity 6:
My Mother is Special Because....
Have the students write a story telling why their moms are special. Younger students may illustrate this idea and dictate their stories.

Activity 7:
Whose Mother?
Have children bring pictures of their mothers. Play a guessing game to match students with their mothers.

Activity 8:
Clay windchimes.
Using "moist clay" have students roll out 1/4" thickness. Cut shapes with cookies cutters or free hand using a straightened paper clip. Use a pencil to punch hole through each shape. After drying, fire shapes in kiln as directed. Glaze if desired. Attach clay shapes with jute or yarn to a central shape or object such as ring, stick, dowel rod, etc.







Activity 9:
What does Your Mother Do?
Investigate women's occupations with your class. Invite mothers to the classroom to share about their jobs. Take field trips to visit some of the student's mothers at work. Use the following information and student worksheet published in the Wichita Eagle and Beacon, May 1981.

> "This year on Mother's Day, we will honor more mothers working outside the home than ever before.
>
> About 53 percent of all women 16 years old or over in the U.S. work.
>
> Of every 100 mothers with children in the first through sixth grades, about 65 work. Many mothers are also divorced and serve as the head of their families.
>
> On this page, the 20 most popular jobs for women are illustrated. Fifty-one percent of all women workers fill these kinds of jobs. The other 49 percent do other things.
>
> The percentage of working women who do each kind of job also is given."

Check the block in the picture that tells what your mom does.

☐ Secretaries
9 percent

☐ Bookkeepers
4 percent

☐ Sewers and
stitchers
2 percent

☐ Cooks
2 percent

☐ Packers and
wrappers
1 percent

☐ Sales clerks
4 percent

☐ Cashiers
3 percent

☐ Assemblers
2 percent

☐ Secondary school
teachers
2 percent

☐ Nurses' aides
2 percent

☐ Waitresses
3 percent

☐ Registered nurses
3 percent

☐ Receptionists
2 percent

☐ Hairdressers
1 percent

☐ Child-care workers
1 percent

☐ Elementary school
teachers
3 percent

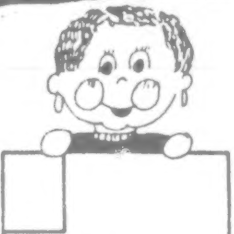
☐ Private household
workers
3 percent

☐ Building interior
cleaners
1 percent

☐ Bank tellers
1 percent

☐ Typists
2 percent

☐ My mom works,
but not at one of
these 20 jobs.


☐ My mother does
not hold down a
job.

Holidays

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Burnett	First Book of Holidays	Watts
Carnegie	Our Holidays in Poetry	Wilson
Child Study Association	Holiday Storybook	Crowell
Fisher	Holiday Programs for Boys and Girls	Holiday Plays
Lillie	Book of Three Festivals	Dutton
McSpadden	Book of Holidays	Crowell
Mulac	School Game Book	Harper
Sechrist	Red Letter Days	Macrae-Smith
Tor	Getting to Know Germany	Coward
Watson	Tales for Telling	Wilson
Flat Pictures		
SMC	Fall and Winter Holidays	SVE
SMC	Holidays and Special Days: Posters for the School Year	Owen
SMC	Holidays and Special Occasions	Silver Burdett
	Spring and Summer Holidays	SVE
Sound Filmstrips		
SMC	Patriotic Holidays	EBE
	Thanksgiving	
	Labor Day	
	Columbus Day	
	Washington's Birthday	
	Others	
	A Holiday Festival (Set 1)	Disney
	Trick or Treat	
	Easter Bunnyland	
	The Twistyline Valentine	
	The Lavender Leprechaun	
Recording		
SMC	February Days	Bowmar